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Swineshead St Mary's CE Primary School Sutterton Fourfields CE Primary School

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Luke 24: 13 – 35

Attendance Policy

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| Date of Policy | November 2024 |
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1. Aims

At Swineshead St Mary's and Sutterton Fourfields, we believe that regular school attendance is essential if children are to achieve their full potential. We value the attendance of all pupils. Missing out on lessons leaves children vulnerable to falling behind and can put them at risk of wider harm. There is a [wide range of evidence](#) as to the health and wellbeing benefits of school-age education. [Research](#) commissioned by the Department for Education shows missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties at the earliest opportunity.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

We recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, prevention of bullying, behaviour, and inclusive learning. This policy also considers the Human Rights Act 1998, the Equality Act 2010, UN Convention on the Rights of the Child, and other relevant legislation.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

This policy also complies with our trust's funding agreement and articles of association.

3. Roles and responsibilities

Roles and responsibilities are contained within appendix 2.

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil 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 1 for the DfE attendance codes.

We will also record:

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

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

At Swineshead St Mary's and Sutterton Fourfields, all pupils are expected to arrive on time for every day of the school year. The school day begins when the gates open at 8.35 am so that all children can be in class and ready to learn by 8.45 am. We advise all parents to ensure their child is on site prior to this. The school register will be taken at 8.45 am when the school gates will be closed. All pupils arriving after this time are required to report to the main office with their parents, who will be expected to provide a reason for their late arrival. If their arrival is before 9.15 it will be recorded as late - L code (Late before the close of register).

The school register will officially close at 9.15 am. All pupils arriving on or after this time will be marked as having an unauthorised absence for the morning session - U code (Late after the close of register). This is categorised as an unauthorised absence for the session. Parents will be contacted to discuss any patterns of late arrival. Repeated arrival after the close of registration will result in appropriate interventions being instigated and may also result in a penalty notice being issued or prosecution.

Please note: L or U codes will be used if a pupil arrives after the close of the afternoon register for the PM session which is taken at 12:45 pm.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by the start of the school day or as soon as practically possible, by calling the school office or by sending a Dojo message to the class teacher.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

The Attendance Champion monitors attendance and absence data (including punctuality data), and systematically and regularly analyses it.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- The first day calling procedures will be activated for all pupils who are not in school after close of register at 9.15 am and where no reason for absence is known. This will involve the administration staff making an initial phone call to the first contact point recorded on the school system
- If there is still no contact made from the pupil's parents, a further telephone call home will be made again that morning. This will be followed by a Dojo message requesting parental contact.
- If no response can be gained, the child's named emergency contacts will be telephoned in the order of priority given
- If school cannot contact a parent and are concerned about a pupil, a home visit may be carried out
- Where relevant, report the unexplained absence to the pupil's social worker / youth Social Worker
- Where appropriate, offer support to the pupil and/or their parents to improve attendance.
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.
- School will telephone home if a pupil leaves the school without permission

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a leave of absence to a pupil during term time in exceptional circumstances.

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, all absences associated with a holiday (without exceptional circumstance) during term time will be marked as unauthorised within the register. **Any parents known to have removed their child from school for the sole purpose of a holiday may be referred to the Local Authority and be issued with a penalty notice fine or referred to the Local Authority to consider prosecution.**

Swineshead St Mary's and Sutterton Fourfields consider each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The completed form with the Attendance Champion's decision will be copied, returned to the parent / carer, the second copy will be retained on the pupil record in school. The Attendance Champion may require evidence to support any request for leave of absence.

Other valid reasons for authorised absence include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance - where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes - this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

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

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can 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 school 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 school 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)
- 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

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).

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.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents 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

6. Strategies for promoting attendance

Attendance is encouraged in the following ways:

- Attendance checks at appropriate times
- Attendance summary shared with parents/carers at Parent's Evening meetings and within school reports
- Establishing a mechanism for working with those parent/carers who are concerned that their children may be experiencing difficulty in attending school
- Awards for children as follows:
 - **Weekly** - An attendance trophy is presented to the class with the best attendance each week.
 - **Termly** - Every child with 100% attendance for the term will receive a sticker and a certificate. Each child in a class with the highest attendance figure for the term will receive a pencil.
 - **Annually** - In addition to all of the above, children with 100% attendance for the year will receive a certificate from the Executive Headteacher and a voucher.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

In developing this support, the usual processes relevant to any attendance case apply: Understanding the individual needs of the pupil and family. Working in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available). Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.

7.2 Pupils with special educational needs and disabilities who are absent

Schools will work in partnership parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed. The school works in partnership families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements. Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents. Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

7.3 Pupils absent due to mental or physical ill health or returning to school after a lengthy or unavoidable period of absence.

In cases of both long term physical or mental ill health, school staff are expected to work together with families and other agencies with the aim of ensuring regular attendance for every pupil.

Schools will facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst supporting the underlying health issue. Consider adjustments to practice and policies to

help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents. Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance.

Schools will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 10 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 10 school days.

7.4 Reduced timetables

All schools have a statutory duty to provide full-time education for all pupils and we are committed to every child's right to a suitable, full-time education offer. In very exceptional circumstances, we may decide to implement a temporary, reduced timetable to meet a pupil's individual needs and only where it is safe to do so. A reduced timetable will not be treated as a long-term solution and will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. We will never put a reduced timetable in place without written agreement from parent/carer and/or other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family. The reduced timetable will be in place for no more than four weeks.

In line with Lincolnshire County Council guidance, we will notify the Pupil Referral Team of all reduced timetables as soon as a plan has been agreed.

8. Attendance monitoring

The Attendance Champion monitors attendance and absence data (including punctuality data), and systematically and regularly analyses it. This includes identifying and monitoring patterns in attendance across schools in the trust.

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level. Specific pupil information will be shared with the DfE on request.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The Trust will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the board and Academy Committees.

8.2 Analysing attendance

The Trust will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

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. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, 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
- Refer to LAAT Attendance Principles document to evaluate and implement alternative support to remove any attendance barriers and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

9. Deletions from the Register

We will add and will only delete pupils from our school roll in line with the Pupil Registration Regulations. In most circumstances, we will know in advance about pupils leaving our school; this will be planned and discussed with the parent in advance of the pupil leaving. We will always work with families to gain information about the pupil's next school and/or address before the pupil leaves to reduce the risk of pupils becoming a child missing education through lack of shared information. A child will only be removed from the school roll

- once we receive confirmation that they have begun attending an alternative school, or
- we have instigated home education procedures or
- we are following the Child Missing in Education procedures

If a child is removed from roll to home educate, we can only de-register the child if we receive, in writing, the parent's intention to educate their child other than at school. The pupil will be de-registered on receipt of such a letter and Lincolnshire County Council will be informed of the removal from roll following Elective Home Education procedures.

Swineshead St Mary's and Sutterton Fourfields will follow Lincolnshire County Council's Children Missing in Education procedures when a pupil's whereabouts is unknown and efforts to trace them have proved unsuccessful.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- LAAT Attendance Principles Document

Appendix 1: 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 | | |

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| 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: <ul style="list-style-type: none"> • 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 |

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| | | 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 |

Academy Trust/Board of Trustees

The Board of Trustees is responsible for:

- Ensuring an effective whole school culture of school attendance underpinned by high expectations of all trust and school/school leaders, staff, pupils and parents, alongside clear procedures and responsibilities.
- Offer a clear vision for high attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.
- Ensuring school leaders fulfil expectations and statutory duties, including:
 - All schools in the trust/the school recording attendance accurately in the register, and sharing the required information with the DfE and local authorities;
 - All schools in the trust working effectively with local partners to help remove barriers to attendance, and keeping them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of school attendance across the trust and school policies and ethos with a clear, written school attendance policy conveying clear messages about how absence affects attainment, wellbeing and wider outcomes.
- Ensuring the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Ensuring the trust/schools' have high aspirations for all pupils, adapting processes and support to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole trust and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.
- Ensuring all staff receive adequate training on attendance, including with teachers from across the trust, as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The trust's/school's legal requirements for keeping registers
 - The trust's/school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate.
- Ensuring dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.
- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources.
- Holding the headteacher(s)/head(s) of school to account for the implementation of this policy.
- Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools.

The Academy Committee for Swineshead St Mary's and Sutterton Fourfields recognises the importance of school attendance and promotes it across the school's ethos and policies. They take an active role in attendance improvement by:

- Setting high expectations of all leaders, staff, pupils, and parents so that children attend school every day and are safeguarded from harm.
- Identifying a member of the governing body to lead on attendance matters and ensuring that there is a named senior manager to lead on attendance.

- Ensuring school leaders fulfil expectations and statutory duties by rigorously evaluating the effectiveness of the school's attendance procedures so that consistent attendance support is provided for all pupils.
- Ensuring the school engages and work effectively with the local authority Attendance Team and wider local partners and services to address barriers to school attendance.
- Regularly reviewing attendance data, discussing, challenging trends, and helping school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensuring high aspirations are maintained for all pupils and processes for support are adapted to the individual needs of pupils including those with long term illnesses, special educational needs and disabilities, pupils with a social worker and pupils from cohorts with historically lower attendance such as those eligible for free school meals.
- Ensuring all school staff receive adequate training on attendance and that relevant staff have access to opportunities to share and learn from good practice in other schools.
- Ensuring that attendance data is shared with the Local Authority or Department for Education as required and on time.
- Reviewing the school's Attendance Policy on at least an annual basis, ensuring that the required resources are available to fully implement the policy.

The Senior Leadership Team will:

- Actively promote the importance and value of good attendance to pupils and their parents.
- Form positive relationships with pupils and parents.
- Ensure that there is a whole school approach which reinforces good school attendance, with good teaching and learning experiences that encourage all pupils to attend and to achieve.
- Monitor the implementation of the Attendance Policy and ensure that the policy is reviewed annually.
- Ensure that all staff are aware of the Attendance Policy and adequately trained to address attendance issues.
- Ensure that the regulations and other relevant legislation are complied with.
- Ensure that there is a named senior manager to lead on attendance and allocate sufficient time and resource.
- Return school attendance data to the Local Authority and the Department for Education as required and on time.
- The Head of the School reports the school's attendance and related issues through termly reporting to the Governing Body.
- The Head of School ensures that systems to report, record and monitor the attendance of all pupils, including those who are educated off-site are implemented.
- The Head of School ensures that attendance data is collected and analysed frequently to identify causes and patterns of absence.
- The Head of School interpret the data to devise solutions and to evaluate the effectiveness of interventions.
- Ensuring all school staff receive adequate training on attendance and that relevant staff have access to opportunities to share and learn from good practice in other schools.
- The Business Manager ensures that attendance data is shared with the Local Authority or Department for Education as required and on time.
- The Executive Headteacher and Governing Body reviews the school's Attendance Policy on at least an annual basis, ensuring that the required resources are available to fully implement the policy.

The administration team will:

- On the first day, the administration team will make an initial phonecall to the first contact point or a Dojo message to parents/carer recorded on the school system. The office staff will ensure contact is made in line with the information stored on our 'red list'.
- Calling procedures will be activated for all pupils who are not in school after close of register. At The Emmaus Federation, registration opens at 8:45 am and will close at 9:15 am.
- If there is still no contact made from the pupil's parents, further telephone calls home will be made again that morning. This will be followed by a Dojo message requesting parental contact.
- If no response can be gained, the child's named emergency contacts will be telephoned in the order of priority given.
- If school cannot contact a parent and are concerned about a pupil, a home visit may be carried out.

- Attendance reports will be published each fortnight to be shared with the Attendance Champion, including reports on whole school attendance, SEND, FSM, EAL, LAC and Post LAC.

All staff will:

- Classroom staff to complete the morning register at 8:45 am and 12:45 pm in the afternoon.
- Actively promote the importance and value of good attendance to pupils and their parents.
- Form positive relationships with pupils and parents.
- Contribute to a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all pupils to attend and to achieve.
- Comply with the regulations and other relevant legislation.
- Implement systems to report, record and monitor the attendance of all pupils, including those who are educated off-site.
- Ensure that registers are recorded accurately and in a timely manner.
- Contribute to the evaluation of school strategies and interventions.
- Work with other agencies to improve attendance and support pupils and their families.

The Attendance Champions will work to further develop relationships with families to bring about improved attendance. This may involve seeking multi-agency support. They will support good attendance, respond to concerns, and promote improvement in attendance by:

- Monitoring and analysing pupil attendance data.
- Undertaking weekly attendance meetings with the Designated Safeguarding Lead and other relevant staff members.
- Implementing the identified strategies for promoting excellent whole school attendance.
- Implementing the identified strategies for tackling unsatisfactory attendance.
- Managing individual pupil casework files.
- Coordinating individual action plans for pupils causing concern including the instigation of an Early Help Assessment and Plan and/ or the implementation of a parenting contract.
- Ensuring first day calling procedures are adhered to if a child is absent from school without contact from parents.
- Taking an active lead in delivering whole school initiatives such as awards assemblies and reward schemes.
- Making referrals to appropriate external agencies

We ask that parents will:

- Take a positive interest in their child's work and educational progress.
- Ensure their child has regular attendance at school.
- Instil the value of education and regular school attendance within the home environment.
- Contact the school if their child is absent to let them know the reason why and the expected date of return, following this with a note wherever possible.
- Avoid unnecessary absences; for example, by making medical and dental appointments for outside of school hours.
- Ask the school for help if their child is experiencing difficulties with any aspect of their schoolwork or home and family life.
- Inform the school of any change in circumstances that may impact on their child's attendance.
- Support the school by becoming involved in their child's education, forming a positive relationship with school, and acknowledging the importance of children receiving the same messages from both school and home.
- Maintain effective routines at home to support good attendance.
- Attend all meetings requested to discuss attendance issues.

Pupils will:

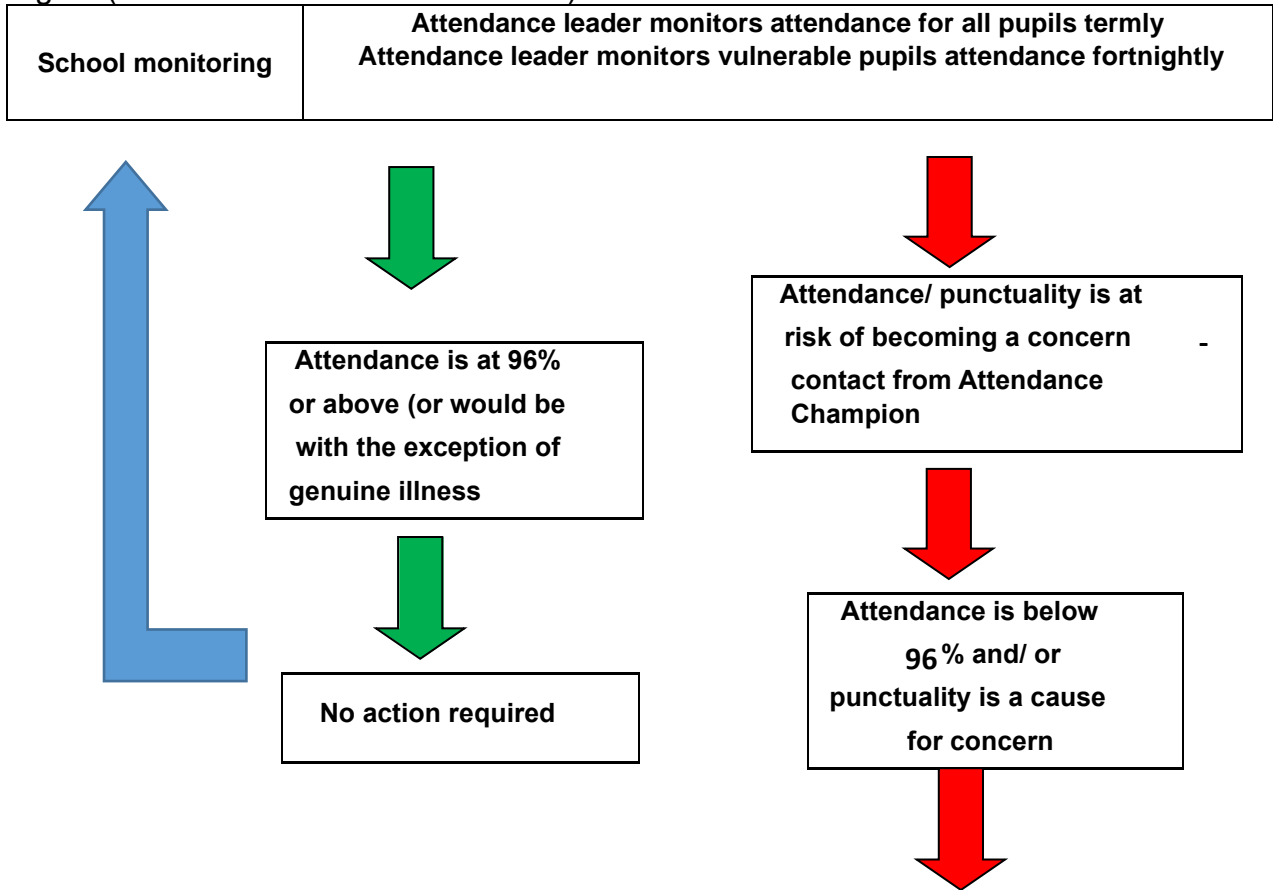
- Be aware of the school's attendance policy and when and where they are required to attend. This will be communicated to them by school staff, parents and through the school timetable.
- Speak to their class teacher or another member of staff if they are experiencing difficulties at school or at home which may impact on their attendance.
- Attend all lessons ready to learn, with the appropriate learning tools requested and on time for the class.

- Bring a note of explanation from their parents or guardians to explain an absence that has happened or is foreseen.
- Follow the school procedure if they arrive late. This will help the school to monitor attendance and keep accurate records for the child's individual attendance. This is also vital for health and safety in the event of a school evacuation.

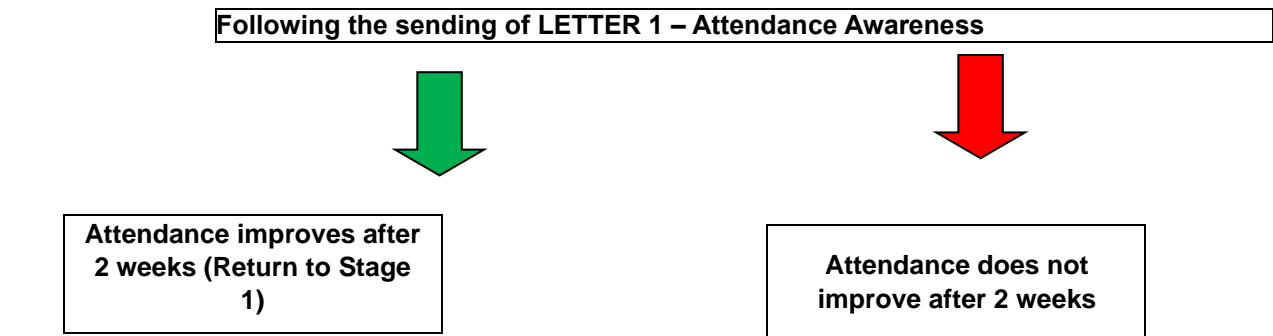
| Role | Name | Contact details |
|--------------------------------|--|---|
| Swineshead Attendance Champion | Miss Juliet Cooke Head of School | 01205 820356 and via Dojo |
| Sutterton Attendance Champion | Mrs Teri Baker Head of School | 01205 460547 and via Dojo |
| Swineshead Attendance Officers | Mrs Moore/Mrs Thorpe/Mrs Thompson School Administrators | 01205 820356 and via Dojo |
| Sutterton Attendance Officers | Mrs J Moore/Mrs Thorpe/Mrs Thompson School Administrators | 01205 460547 and via Dojo |
| Executive Headteacher | Mrs C Collett Executive Headteacher | 01205 460547/01205 820356 and via Dojo |
| Federation Attendance Governor | Mrs J Powell | Via the school office |

Attendance Monitoring Flow Chart

Stage 1 (Monitor/ Attendance Awareness)



Stage 2 - LETTER 1 - Attendance Awareness (Attendance Support Meeting)



LETTER 2- Notice to Improve and Invite to Attendance Support Meeting

| | |
|---|--|
| Attendance Support Meeting (ASM) | Attendees: Family and Attendance Champion. Explore concerns and problem solve to overcome barriers. |
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| | |
|--|--|
| | Improvement needs to be seen over the next 3-6 weeks |
|--|--|

Stage 3 (School Attendance Meeting)

Following the Attendance Support Meeting (ASM)

Attendance has improved after 2 weeks



Return to Stage 1 and monitor fortnightly until it returns to 96%

Attendance does not improve after 2 weeks



School Attendance Meeting (SAM)
Attendees: Attendance Champion, Headteacher, Education Welfare Officer (EWO)-if available and parent/ carer.
If appropriate:
Medical Letter/Medical Action Plan completed and Medical Consent form signed by Parent/Carers.
School weeks from date of SAM review of attendance and/or punctuality to take place.
If no Parent/Carer attends, then the Attendance Champion will complete the Attendance Action Plan and ensure a copy is sent home.

Stage 4 (School Attendance Meeting Review)

Following the School Attendance Meeting (SAM)

Attendance has improved after 2 weeks. Return to Stage 1 and monitor fortnightly until it returns to 96%



Attendance does not improve after 2 weeks following SAM

Stage 5 (Attendance Panel Review Meeting)

| | |
|--|--|
| Invite to Attendance Panel Review Meeting RED | Attendance Panel Review meeting invitation letter to Parents/Carers |
|--|--|

Stage 6 (Prosecution) Following the Attendance Panel Review Meeting



Improvement in attendance and/or punctuality since Review Meeting. Further review meeting maybe set and school continues to monitor fortnightly until it returns to 96% .



No improvement in attendance and/or punctuality since last review meeting



PREPARE PROSECUTION