



Student Attendance Policy

Policy Owner	Deputy Headteacher (Attendance)
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Review date	Version No.	Approved by	Date approved	Effective from
	1	ATB	24.01.2023	January 2023
March 2024	2	Standards	20.03.2024	March 2024

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Document Overview and Aims

- To ensure attendance is high priority across the trust.
- To provide all staff with clear direction on their roles and responsibilities in relation to attendance.
- To provide clear information and procedures for all staff regarding attendance and punctuality.
- To facilitate communication between the attendance team, year teams and the Senior Leadership Team (SLT) within each school in the trust.
- To provide a framework for attendance intervention that ensures a swift response to attendance concerns. The framework incorporates the monitoring and evaluation of these interventions.
- To ensure rigorous monitoring of the impact of interventions and escalation of interventions where appropriate.
- To ensure pastoral teams promote good attendance and have targeted conversations around attendance with students.
- To have a whole school approach to how good and improving attendance is recognised and celebrated.

Note – this document is designed to work alongside and in conjunction with DFE Guidance *‘Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities Published: May 2022 Applies from: September 2022*

Section 1 - Roles and Responsibilities

In their 'Working Together to Improve School Attendance' document, published in 2022, to DfE highlighted that 'schools are expected to develop and maintain a whole school culture that promotes the benefits of good attendance'. It is therefore important that all staff within NCDAT schools are fully aware of the role that they play in promoting good attendance and the responsibilities that they have. The guides below have been produced to provide all staff with clear direction on their roles and responsibilities in relation to attendance. All staff should read the guide applicable to them.

Quick Guide – Attendance Assistant/Attendance Officer

Quick Guide – Education Welfare Officer/Family Liaison Officer

Quick Guide – Heads of Year/Heads of Learning

Quick Guide – Senior Leadership Team

Quick Guide – Subject Teachers

Quick Guide – Support Staff

Quick Guide – Tutors

Quick Guide – Year Managers//Pastoral Support Officer

Section 2 – Attendance Procedures

Registration

Registers are to be taken within the first 10 minutes of a lesson. The Attendance Assistant/Attendance Officer will check Arbor for any register which has not been completed after this time and prompt the member of staff in question to complete this as a matter of urgency. If the Attendance Assistant/Attendance Officer does not get a response from this member of staff, they should contact a member of on call staff to visit the classroom of the member of staff in question and ensure the register is completed immediately.

AM registration is taken from the register during morning tutor time.

PM registration is taken from the register for the first lesson after 12pm at each school.

Registers are legal documents and any amendments are recorded. This includes the date and time of amendment, the original mark and the amended mark, and the person who made the amendment.

Registration for exams

For official exams students will be registered upon entering the building via their year group entrance. The Year Manager/Pastoral Support Officer and Head of Year/Head of Learning will be responsible for this.

A second register will be taken during the pre-exam revision session.

Both these documents will be passed to the Attendance Assistant/Attendance Officer for checking and entry. This must be completed no later than 15 minutes before morning registers close.

Register Tracking

As stated in the Teachers' Standards, teachers must have 'regard for the need to safeguard pupils' well-being' and 'must have proper and professional regard for the ethos, policies and practices of the school in which they teach'. As such, all teachers should ensure that they complete registers promptly and correctly.

To constructively challenge and support colleagues who are struggling, any registers that are deemed late, inaccurate (students marked incorrectly) or are missing should be flagged using the Register Tracking spreadsheet.

It is the responsibility of the Attendance Assistant/Attendance Officer when checking for issues with registers that this document is updated.

For registers marked as "L" (late) or "M" (missing) on the tracker, no comment is needed. If there is an error and it is flagged as "E" there should be a comment identifying what the error was. This enables conversations to be had with the member of staff as part of the escalation process.

Sometimes there are extremely valid reasons for issues with registers, this is to be explored in the meeting with the member of staff. If the person conducting the meeting

deems it to be a valid reason they should flag it with the attendance lead, this may result in the flag being removed.

The attendance lead for the school will inform the relevant Head of Department who in their team requires a meeting and who with. It is the responsibility of the Head of Department to ensure this is done in a timely manner and to inform the attendance lead when this has been done so it can be recorded.

Register error/incomplete process

1. Warning email
2. Meeting with line manager
3. Meeting with SLT
4. Meeting with the Headteacher & Human Resources (HR)

Each term the registration issues will be reset.

Any register taking issues will be identified on a weekly basis. If a colleague has 3 issues in a week, this will essentially be dealt with as one single issues.

Register Cut-Off Point

Any student arriving late to the academy for any reason will receive a late mark in the AM register. They will be marked as code L on the AM register and a detention will be issued (unless the reason was unavoidable).

Any student arriving after the register has closed at (30 minutes after register opened) will be marked as follows:

- without genuine reason for absence will be marked with code U – ‘late after registers close’. This counts as unauthorised absence and a detention to be issued.
- with unavoidable reason for absence such as inclement weather affecting public transport will be marked with code L and a detention will not be issued.

A comment should be entered into Arbor, showing the time of arrival and reason for lateness (in AM or PM session mark depending on time of arrival).

Signing In and Out

Every student who leaves the academy site for any reason during the day **must** be directed to the main reception to sign out. Every member of staff who is supervising a student who needs to leave site **must** ensure their details have been logged at the main reception as they are leaving. This is imperative for safeguarding purposes. The Attendance Assistant/Attendance Officer should also make a comment on Arbor when they are aware a student has signed out.

Any student leaving for an appointment must be reminded to obtain a confirmation of appointment if they have not already provided one. This must be produced to student reception on their return into the academy, and is essential in order to authorise any absence.

Any student signing out where a pre-arranged appointment has not been made, approval from the attendance team should be sought.

The Education Welfare Officer (EWO)/Family Liaison Officer should ensure that student reception and main reception are aware of students who are on a partial timetable. If a student is trying to sign out after stating they are on a partial timetable but main reception and student reception have not been informed, they should not be allowed to sign out and the EWO/Family Liaison Officer should be contacted for further clarification.

When a student signs into school this should be entered onto Arbor immediately with the appropriate code and the time of signing in.

Reporting Absence

All academies have a phone/voicemail facility and email address where parents and carers can report student absence. These are as follows:

Consett Academy

01207 507001

studentabsence@consettacademy.org.uk

North Durham Academy

01207 292180

absence@ndacademy.org.uk

Wellfield School

01429 838783

contact@wellfieldschool.net

Daily Absence Procedures

The Attendance Assistant/Attendance Officer is responsible for ensuring all registers are completed and all students are accounted for and for updating Arbor accordingly. The Attendance Assistant/Attendance Officer should:

1. Check voicemail and email for messages and input details into Arbor;
2. Answer telephone calls;
3. Check for responses from previous day's absence messages and write back into Arbor;

IMPORTANT: Any concerning messages or phone calls must be passed onto the relevant member(s) of staff immediately, i.e. safeguarding issues and/or issues requiring immediate response/intervention should be passed on to safeguarding leads.

4. Enter details of late arrivals into Arbor and send late messages to parents/carers;
5. Check, after 10 minutes of every lesson, that all registers have been completed and send reminders to any outstanding (Arbor reminder, email reminder, radio SLT to go to classroom, member of attendance staff to go to classroom);
6. Enter any manual paper registers received onto Arbor (including exam registers);
7. Check all intervention areas (Bridge, SRR, SEND department etc) registers have been completed and enter details into Arbor as required;
8. Ensure any registers for educational visits/trips have been received and enter onto Arbor.
 - A. Best practice for staff arranging visits, trips or in school meetings is to inform the Attendance Assistant/Attendance Officer a day in advance of the students involved. As trips depart accurate registers must be handed to the Attendance Assistant/Attendance Officer to update Arbor.
9. Once all the above has been completed, absence messages to be sent (see section below) and any responses to be checked and written back into Arbor;
10. Continually update Arbor with details of students who arrive late and/or leave the site throughout the academy day;
11. Check for any anomalies in a student's lesson history throughout the day and raise a concern with the year teams and/or SLT regarding truancy or a safeguarding concern. Do a lesson check if required.
12. At the end of the day, check for any missing marks and unexplained absences and resolve.
13. 'N' codes should not remain in the register any longer than 1 week. If a response has not been received after a week, any outstanding 'N' codes must be changed to code 'O'.

Absence Messages

Absence messages will be sent by the Attendance Assistant/Attendance Officer to the parents/carers of all students who are absent from period 1 with no contact from home regarding the absence. These messages must be sent as early as possible and no later than 9.15am. However, care must be taken to ensure all students are accounted for as we do not wish to alarm any parent/carer by sending a text home in error.

Follow-up - daily absence – Year Managers/Pastoral Support Officers are responsible for making attendance phone calls during period 1 each day (explained in more detail in section 4). Year Managers/Pastoral Support Officers should then log reasons for absence on Arbor with their staff code at the end of the comment.

Suspensions and recording attendance

When a suspension is logged in Arbor, the absence code 'E' is automatically entered into the AM/PM roll call for the appropriate number of days.

On the 6th day of a permanent exclusion, the Local Authority becomes responsible for the excluded student's education. Once it has been confirmed that the student has been put on the roll of the Local Authority, the student should have their enrolment status changed to Dual Registration (Main) by the Data Officer, and code D should be entered in the register by Attendance Officer.

The student will remain on roll until the statutory period of 15 school days after the Governing Body meeting has been held to allow for the parent/carer's right to an independent review of the decision to exclude.

If a parent/carer requests an independent review with the Local Authority, the student will remain on roll until the outcome of the review; if the parent/carer does not request a review, the student can be removed from roll from the day after the deadline for review has passed. In both cases, the Local Authority will confirm the off-roll date with the academy.

Leave of absence requests (including holidays)

Only exceptional circumstances warrant a leave of absence. Schools in the trust will consider each application individually, taking into account the specific facts and circumstances and relevant background context behind the request.

If a leave of absence is granted, it is for the Headteacher to determine the length of time the pupil can be away from school.

In line with DFE guidance a Headteachers should only grant leaves of absence in exceptional circumstances. It is therefore unlikely a leave of absence will be granted for the purposes of a family holiday.

N.B. When a request is received or notification is received that a student has gone abroad, if there is any reason to be concerned about safeguarding, forced marriage, FGM, radicalisation, etc., this must be referred to the Designated Safeguarding Lead in the academy immediately.

Procedure (Leave of Absence)

Parent/carer to complete a Leave of Absence Request Form available from school. This must be completed by the parent with whom the child resides. It is the responsibility of the parent to provide evidence to support the request.

The EWO/Family Liaison Officer and Headteacher will review these requests and a reply letter will be sent to the parent (stating whether the request has been approved or declined). Be aware of that if both parents do not reside in the same property a letter should be sent to both. This will be then logged on Arbor by the Attendance Assistant/Attendance Officer with the relevant code.

When student returns following absence the EWO/Family Liaison Officer should refer all cases that meet threshold to the Local Authority. To meet threshold absences should:

- Be 7 days or more;

- Have absence coded as G.

If a Penalty Notice is to be issued, the EWO/Family Liaison Officer should send a 'Penalty Notice' letter. Be aware that if both parents do not reside in the same property a letter should be sent to both. The EWO/Family Liaison Officer should complete a referral to Local Authority for issue of Penalty Notice.

Documents required for submission to the Local Authority to request a Penalty Notice to be issued is:

- Original request form (if request made);
- Copy of Reply letter;
- Registration Certificate;
- Copy of 'Penalty Notice' letter;
- Referral form signed by Headteacher;
- Any further evidence, e.g. emails, letters, etc.

N.B. Separate referral form for each sibling.

If no Penalty Notice is to be issued there is no further action required.

Section 3 – Attendance Meetings

There are three different meetings that will take place with regards to attendance in schools within the trust. These are:

1. A weekly year group attendance meeting – where the EWO/Family Liaison Officer will meet with year teams to discuss year group attendance issues and where students of concern are discussed.
2. A weekly whole school attendance meeting – where the EWO/Family Liaison Officer will meet the Senior Leader responsible for attendance and focus on whole school attendance issues and concerns.
3. A weekly SLT attendance report, provided by the Attendance Assistant/Attendance Officer.

Year Group Attendance Meeting

This is where the Education Welfare Officer will meet with individual year teams to discuss attendance data and attendance issues within their year group and decide on necessary interventions for individual students or cohorts. The topics of discussion withing these meetings will be as follows:

- A review of attendance data of the year group from the last fortnight. This involves cumulative, weekly, and daily attendance of the year group and cohorts (PP – Pupil Premium, SEN – Special Educational Needs, Safeguarding). Any themes should be discussed, and necessary actions put in place.
- A review of daily attendance phone calls. Are these happening? Are they logged on Arbor? Any issues should be discussed, and necessary actions put in place.

- A review of individual student attendance. Are students in the correct waves of intervention? Any students that need to move should be discussed and appropriate action should be taken.
- A review of students with unauthorised absences. Do any of these absences need authorising? Appropriate action should be taken regarding these students.
- A discussion of attendance meetings to be scheduled. These meetings should then be arranged by the Attendance Assistant/Attendance Officer.
- A review of students on punctuality report. Is their punctuality improving? Do they need to be moved to the next wave of punctuality intervention? Are there any new students who need to be placed on punctuality report? Appropriate action should be taken.

The Year Group Attendance Meeting template should be used during these meetings to document all points of discussion and agreed actions. These should then be saved in the attendance folder.

Attendees

- Education Welfare Officer/Family Liaison Officer
- Year Manager/Pastoral Support Officer

Information/Preparation required

- Update on actions from previous weeks.
- All attendees to have looked at attendance data for the year group prior to the meeting.
- All attendees to identify any students of concern prior to the meeting and have all information readily available.
- Access to a computer to be able to review student attendance and unauthorised absences on Arbor.

Whole School Attendance Meeting

This is where the Senior Leader responsible for attendance, the Education Welfare Officer/Family Liaison Officer and the Attendance Assistant/Attendance Officer will meet on a weekly basis to discuss attendance data and attendance issues across the whole school and decide on necessary interventions for individual students or cohorts. The topics of discussion within these meetings will be as follows:

- Register tracking. A discussion on how many registers have not been completed over the last week. A discussion of themes and members of staff who need to be offered support or who need to follow the register escalation process.
- A summary of Year Group Attendance Meetings. Any actions decided between Senior Leader and EWO/Family Liaison Officer after this summary to be fed back to year teams.
- A review of students on attendance plans and their success.

- Whole School themes/issues which could be impacting overall student attendance at present or in the future e.g. high levels of illness for a specific reason.
- Alternative provision students. Are there any issues or updates on these students?
- Student Mobility. New starters and leavers to be discussed.
- Update on legal sanctions/Local Authority involvement

The Whole School Attendance Meeting template should be used during these meetings to document all points of discussion and agreed actions.

Attendees

- Senior Leader responsible for attendance
- Education Welfare Officer/Family Liaison Officer
- Attendance Assistant/Attendance Officer

Information/Preparation required

- Update on actions from previous weeks.
- All attendees to have looked at whole school attendance data prior to the meeting.
- Information of any students for discussion (attendance issues, alternative provision, new starter/leaver) to be readily available.
- Minutes from most recent Year Group Attendance Meetings.

SLT Attendance Report

A weekly report will be produced a for all Senior Leaders by the Attendance Assistant/Attendance Officer. This will include the following:

- Cumulative attendance for all year groups and cohorts.
- Weekly attendance for all year groups and cohorts.
- Comparisons to national data and data from previous academic years.
- A discussion of any themes or issues around attendance.
- Analysis of impact of current attendance strategies.
- Updates from Year Group Attendance Meetings and Whole School Attendance Meetings.
- Any updates from students at Alternative Provision.
- Student Mobility. Any new starters or leavers.
- Any students or cohorts of major concern.
- Legal Sanction update.

Attendees

- Senior Leadership Team

Local Authority Attendance Meeting

This is where the Senior Leader responsible for attendance and the Education Welfare Officer/Family Liaison Officer will meet with a representative from the Local Authority attendance team. These meetings take place on a termly basis. The topics of discussion within these meetings will be as follows:

- A discussion of the number of Persistently Absent (PA) students, what interventions and support the school have provided and what the appropriate next steps are to improve whole school PA.
- A discussion of severe PA students. This will involve looking at students on a case-by-case basis and ensuring that the school have offered an appropriate level of support and intervention to support each student and their families in improving their attendance. The Local Authority will offer advice on the appropriate next steps.

Attendees

- Senior Leader responsible for attendance
- Education Welfare Officer/Family Liaison Officer
- Representative from the Local Authority attendance team.

Information/Preparation required

- Data on the number of PA students and what the school has done to address this.
- Data on the number of severe PA students.
- Attendance action plans demonstrating the support the school has put in place and the impact of this.

Section 4 – Attendance Interventions

September Interventions

Please note that whilst the interventions below start in September, any students who were on the escalation framework (see below) should continue.

Letters

At the start of the academic year, it is important to be proactive rather than wait to react to persistent absence from students. In September a letter will be sent to the parents/carers of all students whose attendance was under 94% the previous academic year. They will receive one of the following letters.

1. A 'PA Previous Academic Year Letter' should be sent to the parents/carers of all students whose attendance was 90% and below.
2. An 'At Risk of PA Previous Academic Year Letter' should be sent to the parents/carers of all students whose attendance was a concern in the previous academic year.

The EWO/Family Liaison Officer, Year Managers/Pastoral Support Officers and Heads of Year/Heads of Learning should review the list of students who will receive letters prior to sending these and use their professional judgement to ensure that no letters are sent where it would be insensitive e.g. where a student has had prolonged absence as a result of a serious medical condition.

Parent/Carer Contact (Weeks 1-4)

After parents and carers are in receipt of these letters it is an expectation that their child's attendance improves. If this is not the case, then it is important to intervene as soon as possible. There will be four types of intervention between weeks 1-4. These interventions will depend on the student's attendance in the previous academic year.

1. September Intervention 1 – If a student is absent and their attendance was 90.01%-94% in the previous academic year. The parents/carers of these students will receive a phone call from their Year Manager/Pastoral Support Officer during their daily attendance calls. They will explain that their child was at risk of PA in the previous academic year and by having a day off in the first 4 weeks of this academic year they are again at risk of PA. A discussion on the thresholds of each attendance category and PA conversion dates should then be had.

2. September Intervention 2 – If a student is absent and their attendance was 75-90% in the previous academic year/if a student has had further absence since September Intervention 1. The parents/carers of these students will receive a phone call from their Year Manager/Pastoral Support Officer during their daily attendance calls. They will explain that their child was PA in the previous academic year and by having a day off in the first 4 weeks of this academic year they are at risk of becoming PA again. A discussion on the thresholds of each attendance category and PA conversion dates should then be had. The Year Manager/Pastoral Support Officer will then explain that if attendance does not improve then the EWO/Family Liaison Officer will be in contact, and the school may have to begin attendance proceedings.

3. September Intervention 3 – If a student is absent and their attendance was below 75% in the previous academic year/if a student has had further absence since September Intervention 2. The EWO/Family Liaison Officer will conduct a home visit to meet with parents/carers and establish if there are any barriers to their child attending school. The EWO/Family Liaison Officer will explain attendance proceedings that will be initiated if attendance does not improve.

4. September Intervention 4 – If a student has 3 or more separate instances of unauthorised absences/if a student has had further absence since September Intervention 3 then the EWO/Family Liaison Officer will arrange an attendance support meeting and commence attendance proceedings.

Attendance Interventions

After four weeks attendance concerns will start to be triggered and students will be placed into different waves of intervention based on their attendance. Once an attendance concern has been triggered, work should be focussed on quickly identifying barriers to attendance and implementing appropriate interventions to

remove these barriers. Actions required may be within school, at home, with the parent/carer, work with the student, involvement of health services where medical conditions are present, or involvement of other agencies or support services as identified.

Daily Attendance Phone Calls

Year Managers/Pastoral Support Officers will have protected time each morning during period 1 to make attendance phone calls (Attendance Phone Call Guidance). This time must be used for these phone calls and no other tasks should be undertaken within this protected time. These phone calls should target **ALL** students who have been marked absent for the morning session. Calls should be prioritised by the following:

- Safeguarding caseload – Looked After Child (LAC)/Child Protection (CP)/ Child in Need (CIN)
- SEN/disadvantaged (PP, FSM – Free School Meals)
- Students on 2nd day of unauthorised absence
- Persistent absentees
- Students at risk of being persistently absent

Year Managers/Pastoral Support Officers should then log reasons for absence on Arbor with their staff code at the end of the comment. Year Managers/Pastoral Support Officers will also inform the EWO/Family Liaison Officer of any students who require a home visit (either for safeguarding reasons or because they think they can get/need them into school).

Daily Home Visits

Home visits should be carried out by the EWO/Family Liaison Officer on a daily basis. The EWO/Family Liaison Officer will start their home visits by identifying any students who have been absent for 3 days in a row. A welfare check **must** be carried out for these students. Once these students have received a home visit, Year Managers/Pastoral Support Officers should identify students they require a home visit for following on from their attendance phone calls. This should be students they have not been able to contact or any students they have concern over.

Attendance Escalation Framework

The following escalation framework should be followed for attendance concerns within the academy.

The following interventions should take place alongside the formal escalation framework to support good attendance within the academy:

- Tutor/year team/SLT conversations with students
- Tutor/year team/SLT phone calls home to parents/carers
- SEND/Medical support where appropriate

If barriers to attendance are identified using the above interventions, then schools in the trust should address these issues to prevent the problem escalating. All interventions listed above should be listed as an intervention on ClassCharts.

Attendance Intervention Framework

The following framework is used by schools in the trust to ensure there are staged interventions to support students in ensuring they have good attendance.

<p>Stage One</p>	<p><u>Triggers</u> Attendance is below 95% - in line with Trust attendance target.</p> <p><u>Actions</u> Parents/Carers will receive a Stage One Letter. If both parents do not reside in the same property, they should both be sent this letter.</p>
<p>Stage Two</p>	<p><u>Triggers</u> Further absence meaning that attendance does not go above 95% following Stage One Letter.</p> <p><u>Actions</u> Parents/Carers will receive a Stage Two Letter and placed on a 10-day monitoring period. Any unauthorised absences within this period will result in the student being moved onto Stage Three. If both parents do not reside in the same property, they should both be sent this letter.</p>
<p>Stage Three</p>	<p><u>Triggers</u> Student is absent within the Stage Two 10-day monitoring period.</p> <p><u>Actions</u> Parents/Carers will receive a Stage Three Letter inviting them to an attendance support meeting. If both parents do not reside in the same property, they should both be sent this letter and invited to the meeting. This letter has an action plan attached for Parents/Carers to complete prior to the attendance support meeting. During this meeting the student's attendance will be discussed, any barriers to attendance identified and various forms of support will be offered from the school. Some forms of support include (but are not restricted to); a re-integration period in one of the school's intervention areas, a referral to an external agency, school counselling, and mentoring. An Attendance Contract will be completed in this meeting and signed by all involved. The student plays a vital role in this contract and should specify the reasons for their absence and offer suggestions for what support can be offered to help improve their attendance. The student will then be placed on a 20-day monitoring period. At the end of the 20-day monitoring period all parties should meet again to review progress and evaluate which interventions were successful and what else needs to be done to support the student in improving their attendance.</p>

<p>In school escalation</p>	<p><u>Triggers</u> Parent does not attend attendance meeting with EWO/Family Liaison Officer.</p> <p><u>Action</u> Meeting with Senior Leader responsible for attendance to be arranged – attendance contract to be put in place with a 20-day monitoring period.</p>
<p>Stage Four</p>	<p><u>Triggers</u> Student is absent within the 20-day monitoring period. A review meeting must have been held at the end of the 20-day monitoring period and progress should have been reviewed and interventions evaluated prior to the below actions. The school must offer alternative interventions as well as the below action.</p> <p><u>Actions</u> Referral made to Local Authority. The Local Authority will then decide on the appropriate intervention. Examples of some interventions include external agency support, a legal warning notice or further enforcement action.</p>

Students with Extenuating Circumstance

There may be students with extenuating circumstances (long term serious illness, family bereavement etc). In these instances, year teams and the Attendance Team should make note of this on the student's absences in Arbor and ensure that student absence is coded appropriately. These students would not move through the escalation process but should be offered all support necessary to support them in improving their attendance.

PA Conversion

Each week a PA Conversion spreadsheet will be produced by the Attendance Assistant/Attendance Officer. This spreadsheet will show the attendance of everyone who is currently PA and at risk of PA (93% and below) and will identify the date each of the students who are PA can convert out of PA. These students will then be a focus for all staff to try and reduce the number of PA students.

Whilst the encouragement and monitoring of these students is everyone's responsibility there will be some key stakeholders during this monitoring process:

- **Year Managers/Pastoral Support Officers** - the role of the Year Manager/Pastoral Support Officer will be to check if each day to see if these students are in the academy. If they are not in, then they will prioritise these students in their attendance calls. They will need to find out if there are any issues and try to remove any barriers that exist. The Year Manager/Pastoral Support Officer as a method of monitoring their conversations should update a comment on the AM mark for students on Arbor. When the students are in

school, they will encourage them to continue to come into school so they can have good attendance.

- **Heads of Year/Heads of Learning** – Heads of Year/Heads of Learning should visit tutor groups each day with a copy of the PA conversion sheet to check if students are in school or not. If key students are missing e.g., students who can convert that day, they should ask Year Managers/Pastoral Support Officers to contact home immediately. Heads of Year/Heads of Learning should visit tutor groups and have conversations with students who are PA/at risk of PA. to find out if there are any issues and try to remove any barriers that exist.
- **SLT** - Each member of SLT is linked to a year group, they are to work with the year teams and Attendance Team to pick up any issues with attendance. They should also actively target these students for discussions.
- **Tutors** - form tutors should discuss with students in their form that are in PA or close to PA and encourage attendance. All students should be made aware of their conversation date by their tutor.

PA Conversion Sheet

The PA Conversion sheet shows all students from 93% and below. Students who are at risk of PA (90.01%-93%) will be highlighted in orange. Students who are PA and convert at the next conversion date will be highlighted in red. Students who convert at the second conversion date will then be orange, the third conversion date will be pink, the fourth conversion date will be yellow, and the fifth conversion date will be blue. Any students who can still convert out of PA in the academic year but will be required to attend school every day for more than the next 5 conversion dates will be purple; students in this colour require more of a personalised conversation. Students who are highlighted grey can no longer convert this academic year. These students will form the EWO's/Family Liaison Officer's caseload so whilst attendance conversations should still happen with these students, PA conversion conversations should be avoided and these efforts from year teams and tutors should be focussed elsewhere.

Education Welfare Officer/Family Liaison Officer Intervention

The EWO/Family Liaison Officer will work with parents/carers where a student's absence continues despite interventions. Any students where there are serious attendance concerns and/or where there are more complex difficulties which require additional casework will be led by the EWO/Family Liaison Officer.

The EWO/Family Liaison Officer will lead on these cases and liaise with other agencies where appropriate. They will work closely with the Inclusion team.

Punctuality

When a student arrives late to the academy, they will sign in at Student Reception. The parents/carers of any students who arrive late will receive the following text message:

**Student Name* arrived late to school this morning. Please be aware that school starts at <insert school specific time> and any students arriving after this time will be marked as late. Any student arriving after <insert school specific time> will lose their morning*

mark in accordance with DfE guidance. This will then have a negative impact on your child's attendance. Please support us in ensuring your child arrives on time each day.

The punctuality intervention procedure is detailed below.

Wave 1	Wave 2	Wave 3	Wave 4	Wave 5
<p><u>Trigger</u> A student averages more than one late per week. No genuine reason for lateness.</p>	<p><u>Trigger</u> Punctuality does not improve. Student is still averaging more than one late per week.</p>	<p><u>Trigger</u> Punctuality does not improve. Student is still averaging more than one late per week.</p>	<p><u>Trigger</u> Punctuality does not improve. Student is still averaging more than one late per week.</p>	<p><u>Trigger</u> Punctuality does not improve. Student is still averaging more than one late per week.</p>
<p><u>Actions</u> Student is placed on punctuality report for a 2 week monitoring period. Parents/carers contacted by tutor.</p>	<p><u>Actions</u> Student and parent/carer meeting with Year Manager/Pastoral Support Officer and placed on punctuality report for another 2 week monitoring period.</p>	<p><u>Actions</u> Student and parent/carer meeting with EWO/Family Liaison Officer and placed on punctuality report for another 2 week monitoring period.</p>	<p><u>Actions</u> Student and parent/carer meeting with SLT and place don punctuality report for another 2 week monitoring period.</p>	<p><u>Actions</u> Student is referred to the Local Authority for a Penalty Notice.</p>

In each meeting with students and parents/carers, previous interventions should be evaluated for success. If previous interventions were not successful then the school should work with parents/carers to offer other appropriate interventions to support the student in improving their punctuality.

Section 5 – Whole School Attendance Strategies

Praise and Recognition

A system of praise and recognition for attendance will be in place at NCDAT schools. This is aimed at promoting the importance of good attendance and to encourage all students to always strive for 100%.

Praise and reward will be a mix of short, medium, and long-term and include individuals, groups, and the whole school.

Each school will have their own praise and recognition strategies but some ideas are below:

Daily

- Tutor conversations with individual students and the whole tutor group.
- Year team conversations with individual students and the whole year group.

Weekly

Weekly focus in tutor time where the following is discussed:

- Weekly and cumulative attendance of the tutor group.
- Weekly and cumulative attendance for each individual student is discussed. Cumulative attendance is completed in the relevant section in student planners and all students with 100% attendance the previous week is given praise on ClassCharts from their tutor.
- Weekly update on attendance league tables (where tutor groups compete with one another based on their attendance).
- Weekly update on PA (those students who are PA and those at risk) and conversion dates.
- Prize draws where 100% attenders from the week will be entered in a draw for the chance to win a prize. One prize will be issued per year group.
- Social media being used to promote the best attenders across the academy.

Termly

- Attendance rewards events at the end of each half term for those who meet the given criteria for that term e.g., no more than 2 days absent, no more than 5 late marks etc.
- Attendance awards presentations for the following:
 - Attendance Certificates awarded (Bronze for 1 term of 100%, Silver for 2 terms of 100%, Gold for 3 terms of 100%)
 - Best Tutor Group Attendance in the Year Group
 - Lowest PA Attendance in the Year Group
 - Whole School Best Attending Tutor Group Award
 - Whole School Lowest PA Award

Annually

- Attendance awards presentations for the following:
 - Attendance Certificates awarded (100% for the year, 96%+ for the year etc)
 - Best Tutor Group Attendance in the Year Group
 - Lowest PA Attendance in the Year Group
 - Whole School Best Attending Tutor Group Award
 - Whole School Lowest PA Award
- Rewards for those with 100% attendance for the year e.g., Pizza Party.

Displays and Whole School Promotion

NCDAT will promote the importance of attendance throughout their schools in different ways, for example:

- Weekly attendance leagues which will be displayed by Tutors and on screens and displays around the school.
- Week-by-week attendance of whole school and year groups with comparison to national average displayed on screens and displays around the school.

- All attendance initiatives throughout the academy will be displayed on screens and displays around the school.

Section 6 – Other

Elective Home Education

Once a parent/carer indicates that they may wish to, or have decided to, educate their child at home, the following actions should be implemented quickly;

- Notify the Education Welfare Officer/Family Liaison Officer immediately with as much detail as you know.
- Send Elective Home Education Advice letter.
- The Education Welfare Officer/Family Liaison Officer will make contact with the parent/carer to discuss the implications of their decision so that the parent/carer may make an informed choice. This contact should be made without delay.
- If a letter has been received from the parent/carer requesting removal from roll, do not remove immediately – the Education Welfare Officer/Family Liaison Officer must make contact with the parent/carer initially and then with the Local Authority Elective Home Education Officer before proceeding. This should be done as soon as possible following receipt of the letter.
- Once a parent/carer has made a definite decision to home educate, they must write a letter to the academy stating their intention and requesting removal from the school roll.
- Once this letter has been received and the Education Welfare Officer/Family Liaison Officer has satisfied themselves that the parent/carer is aware of their responsibilities regarding home education, the Local Authority Elective Home Education Officer should be notified by telephone and followed up by a completed referral form, copy of the withdrawal letter from the parent/carer, reply letters from the academy, attendance registration certificate and a copy of the latest report. All of this should be uploaded to the Arbor profile of the child in question.
- Only when all the above have been satisfactorily completed, can the child's name be removed from the school roll.
- Notify the school Data Officer to mark the child as a leaver with effect from the date of the parent letter and a letter of confirmation of removal from roll should be sent to the parent/carer.
- If there are any safeguarding concerns, or the child is on a Child Protection Plan, Child in Need Plan or CAF, the EWO/Family Liaison Officer should notify the school's Designated Safeguarding Lead and the Local Safeguarding Children's Board immediately.

Child Missing Education (CME)

If a child fails to attend school and there is reason to believe they have left the area then the Education Welfare Officer/Family Liaison Officer should be notified immediately. The Education Welfare Officer/Family Liaison Officer should then:

- Telephone parents/carers, followed by all other emergency contact numbers on Arbor if there is no response.
- Enquire as to the child's possible whereabouts with staff and pupils.
- Conduct home visit/s and check with for whereabouts with neighbour/s if there is no response.
- Send an email to parents/carers followed by all other contact email addresses on Arbor.
- Enquire with any known extended family, including enquiring to the schools of known siblings.
- Enquire with any known agencies (housing, benefits etc) or services (social services etc).
- Inform the Academy Designated Safeguarding Lead (who will refer to Social Care) if there are any safeguarding concerns. If the child is subject to a Child Protection Plan or Child in Need plan, inform the academy DSL and Children's Social Care.

If the above checks have been completed and the child's whereabouts is still unknown then the Education Welfare Officer/Family Liaison Officer should send the completed checklist to missingeducation@durham.gov.uk.

If a new address has been given/found, make a home visit if applicable. If a new address is found If the new address is out of area, contact EWO/Family Liaison Officer from catchment school or LA School admissions to establish if an application has been made for a school place in the new area. In cases of an address being known but the child has not been admitted to another school, the child should remain on roll until the CME Officer has confirmed with the relevant local authority that an application is being processed. Notify the data team in the academy with date of removal from roll once confirmation received from CME Officer.

Once all enquiries have been exhausted and child/family has still not been located, complete Local Authority Education Welfare Service CME Referral Form and submit to CME team, together with copy of Checklist, Attendance Registration Certificate and any further correspondence/evidence. CME Team will confirm when child can be removed from roll (usually within 10 school days from referral). N.B. Refer to Local Authority CME Procedures and DfE Guidance for more information.

Child Employment (for a performance)

Schools in the trust may grant leave of absence for a pupil to undertake employment during school hours for the purpose of taking part in a performance, within the meaning of section 37 of the Children and Young Persons Act 1963 if the local authority have given the pupil a licence for that performance.

A Local Authority licence must be obtained before a child can take part in a performance.

Where a licence is received and specifies the dates that a pupil is to be away from school to perform, the school will record the absence for those days as if a leave of absence had been applied for and granted. However, where the terms of the licence or BOPA do not specify dates, it is at the discretion of the Headteacher to grant leave of absence.

Student Mobility

Alternative Provision/Hospital Schools

A student whose education is provided off-site via Alternative Providers (e.g. college) should be marked in the attendance register as 'B' code when the student attends and the relevant absence code if they don't. Daily contact should be made to ascertain whether or not every student has attended.

Home Tuition provided via the Education Health Needs Team (EHNT) this will also be marked with a 'B' code. When students attend an alternative provision that is a registered school, they should be marked with a 'D' code. Daily contact should be made between the Academy and the provider to update on attendance, progress and to ensure work is being provided by the school (where necessary). If a child attending alternative provision is absent and no reason for absence has been reported the Attendance Assistant/Attendance Officer should contact home. If no contact can be made the EWO/Family Liaison Officer should make a home visit to establish the reason for absence.

If a child is unable to attend the academy due to a medical condition (this applies whether physical or psychological) which may be long-term, a referral should be made to the EHNT.

Managed Moves

All moves of school must adhere to the Local Authorities Admissions Procedures, the Code of Practice for Admissions and Fair Access Protocols.

Where a student temporarily attends another educational establishment for a set period or a trial period, the Data Officer at the original school will change the student's enrolment status to Dual Registration (Main) and the receiving school will change the student's enrolment status to Dual Registration (Subsidiary). The original school will use code 'D' in the attendance register and the receiving school will use the appropriate attendance and absence codes.

The dates of change of enrolment status and the absence/attendance codes used must match up between each school and checks must be made by the Data Officer and/or the Attendance Assistant/Attendance Officer with the other establishment to ensure consistency. There must be no gaps or overlap in attendance or dates of change of enrolment status as this may cause problems when the School Census is run.

Any exclusion given to the student will be logged at the receiving school at which the child is attending in the normal way.

Partial Timetables

Schools have a legal duty to provide a suitable full-time education for its pupils.

In limited circumstances, where a child has had a prolonged period of absence due to illness, exclusion or other reason, a re-integration into a full-time education may be appropriate. Any such plan should be for the minimum amount of time (3 -4 weeks and no more than 6 weeks) and should be increased steadily and incrementally. It

should have a clear start and end date with regular reviews. It should always be in the best interests of the child and with signed parental consent. Signed partial timetables should be stored in a folder managed by the Attendance Assistant/Attendance Officer.

For any full sessions where attendance is not required, code 'C' should be used in the attendance register. If the child does not attend the timetabled and agreed session, the appropriate absence code should be used for that session.

Partial timetables should be reviewed regularly, with the input of a student and their parents/carers. If a partial timetable is not having the desired impact, then it should be removed and alternative intervention sought. Partial timetables should only be extended beyond 6 weeks if it is showing signs of success and if the school, student, parents/carers and other external agencies working with the student agree to this to support the student's successful reintegration back into the academy.

Student Mobility Tracking

All student movement (whether this be admissions, leavers, managed moves in/out, students attending alternative provision/hospital school, students on partial timetables) will be tracked using a student mobility tracker. This document will track start/end dates, the names of all educational establishments involved and the reason for movement.

RAG Meetings

A member of the attendance team (EWO/Family Liaison Officer or Senior Leader responsible for attendance) must be present at all Year 11 RAG meetings. They must attend with relevant, accurate attendance data for all students. This includes cumulative attendance, reasons for absence and previous attendance interventions. This will enable appropriate intervention to be discussed and actioned as soon as possible.

Procedure Review

- I. The effectiveness of this procedure will be monitored annually by Trustees. This mechanism recognises that changes to legislation/statutory guidance may prompt a review of the procedure before this annual review, but if this is needed such a review will be considered by Trustees.
- II. In considering the effectiveness of this procedure consultation will be undertaken with staff, school leaders and other key stakeholder to assist in the review and monitoring of this procedure.