



BLACON

HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

Attendance for Learning Policy

VISION STATEMENT

We want Blacon High School to be a safe and caring place at the heart of our community, where everyone is valued and supported to aspire, believe and achieve beyond their potential.

Ratified by Full Governing Body: 20th September 2023

Next due for review: Autumn 2024

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1. Introduction and Aim

Blacon High School recognises the importance of good attendance and the impact it has on children's progress, attainment, enjoyment of learning and relationships within school. Good attendance helps a child to realise their potential and ensure they are motivated, confident and enjoy a diverse range of curricular opportunities and experiences. Our school policy and prospectus promote good attendance, which is recognised and rewarded as an achievement. The school monitors attendance and ensures quick and early intervention if a problem is identified. We recognise that whole school preventative and proactive approaches are key to promoting children wellbeing and attendance. A child must attend school every day that they are required to do so unless an exceptional circumstance applies.

Our policy is accessible to leaders, staff, pupils, and parents, and is published on our school website. As the barriers to attendance evolve quickly, the policy should be reviewed and updated as necessary. In doing so, we will seek the views of pupils and parents. The Attendance for Learning & Punctuality Policy is based on the premise of equal opportunities for all.

2. Rationale

This Policy outlines the underlying philosophy, purpose, nature, organisation and management of student attendance at Blacon High School. It is a result of consultation with the wider school community and an analysis of existing attendance data to establish current absence trends. It aims to ensure the enjoyment and achievement for all students at Blacon High School.

The school will provide an effective system of incentives and rewards which acknowledges the efforts of students to improve their attendance and will challenge the behaviour of those students and parents who have a low priority for punctuality and attendance.

To maximise attendance the school will establish an effective and efficient system of communication with students, parents and appropriate external agencies to provide mutual information advice and support.

3. Principles

The Governors, Headteacher and staff wish to ensure every child has the opportunity to:

- Fully participate in school life
- Enjoy and achieve
- Feel a valued member of the school and wider communities

4. Aims

- To achieve 95% attendance by 2023-24. National average is currently 95%.

- Local Authorities and schools should note they are no longer required to set targets for persistent absence and overall attendance respectively and the regulation will be amended accordingly. The Department however remains firmly of the view that unnecessary absence is unacceptable and must be prevented and tackled by schools.

The Department therefore expects all school and local authorities to continue focusing on reducing overall absence, particularly unauthorised absence and persistent absence. Absence will continue to be monitored closely via the pupil level census and the Secretary of State's power to require an individual school to set absence targets where a school's absence record is of particular concern is being retained.

Further information can be obtained from: -

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/target-setting/a0066387/2012-target-setting-guidance>

- To make attendance and punctuality a priority for all those associated with the school including students, parents, teachers, governors, and staff.
- To ensure there is a whole school, graduated response to improving punctuality and attendance.
- To define roles and responsibilities and promote consistency in carrying out designated tasks.
- To use data effectively in order to identify groups of students and individuals whose absence causes concern and implement appropriate interventions.
- To track students' attendance in order to monitor and evaluate progress.
- To provide support, advice and guidance to parents and students.
- To use appropriate assessments and develop strong multi-agency links in order to address higher levels of need.

5. Legislation

Regular and punctual attendance at school is a legal requirement. Regular attendance is essential to enable children to maximise their educational attainment, opportunities and further development.

- Section 7 of the Education Act 1996 states that "The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education either by regular attendance at school or otherwise".
- Section 444 (1) of the Education Act 1996 states that "if a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school his parent is guilty of an offence".
- Section 576 Education Act 1996 - Meaning of "parent"

For the purposes of Education Law, the definition of a 'parent' and who is responsible for ensuring regular attendance to school is:

- All biological parents, whether they are married or not

- Any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- Any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person. This could be one parent, both parents and/or carer/s.

6. Parental Responsibilities Relating to School Attendance

Parents must:

- Ensure the school has up to date contact details
- Contact school on first day of absence and every consecutive day to provide a reason for non-attendance via school phone or the study bugs app.
- Request leave in advance for holidays/extended absences in term time by following the School Holiday in Term Time policy procedures.
- Work with the school and any other agency to resolve any difficulties which may affect regular school attendance.
- Ensure that their child/ren of compulsory school age attends regularly at the school where the child/ren is a registered pupil.

7. School Responsibilities Relating to School Attendance

Susannah Wright is the school Attendance Lead. As the Attendance Lead of the school she will ensure:

- Registers are accurately marked and maintained in accordance with the Education (Student Registration) (England) Regulations 2006 as amended.
- A whole school approach to reinforce good attendance, teaching and learning to encourage all students to attend and achieve.
- Individuals or group attendance targets are set and understood by staff, parents and students.

8. Registers

Registers provide the daily record of attendance of all pupils. They are legal documents and the register may be required in a court of law, for example as evidence in prosecutions for non-attendance in school.

‘Education (Pupil Registration) (England) Regulations 2006’ (section 6)

Schools must take the attendance register at the start of the first session of each school day, morning (a.m.) and once during the second session, afternoon (p.m.).

On each occasion they must record whether every pupil is:

- Present
- Attending an approved educational activity

- Absent
- Unable to attend due to exceptional circumstances.

The school should follow up any absences to:

- Ascertain the reason
- Ensure the proper safeguarding action is taken
- Identify whether the absence is approved or not; and,
- Identify the correct code to use before entering it on to the school's electronic register, or management information system as a priority and returned to the school office in a timely manner. This is used to download data to the School Census.
- Consider early identification, assessment, intervention and support processes that may need to be implemented.

The register should be marked using the codes as advised by the Department for Education (DfE) 'Working together to improve School Attendance Guidance' (for maintained schools, academies, independent schools and local authorities)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf

9. Procedure

Children are expected to attend school regularly, unless there is good reason for absence.

There are two types of absence:

- Authorised (where the school approves a pupil absence)
- Unauthorised (where school will not approve the absence)

The school has a duty to safeguard all its pupils. If a child is absent, the parents/carers should inform the school on the **first day of absence** and each following day of absence, stating the reason.

Parents/carers must contact the attendance officer on first day of absence and every consecutive day to provide a reason for non-attendance via school phone or the study bugs app.

Request leave in advance for holidays/extended absences in term time by following the School Holiday in Term Time policy procedures.

The school attendance officer will make contact with home when a child is absent, and the parent/carer has not notified the school of the absence. If no contact can be achieved or the reason for absence is not accepted the absence will be unauthorised.

10. What can parents/carers do to help and working in partnership with parents/carers

Let the school know straight away why your child is absent. Home/school communication is extremely important in supporting your child to achieve and feel settled in school. Try to make any dental/GP appointments outside of school time.

It is pertinent that school and parents / carers work together with a shared plan and outcomes when supporting a child / young person's attendance and wellbeing. If despite persistent attempts to work with parents, there continues to be a lack of engagement, then legal procedures may be followed to secure engagement and school attendance.

As a school we recognise that building respectful relationships with families and working in collaboration is essential to ensuring the best outcomes for children / young people. We require all parents to actively support the work of the school, including promoting attendance and engagement. We are committed to ensuring that systems and processes are in place with regards to promoting attendance and would encourage parents to make contact if they have concerns about their child.

We will provide parents/carers with information about Emotionally Based School Non-attendance to discuss needs and strategies to support their child, as appropriate (see EBSN Parent Leaflet).

11. Absence Monitoring

School robustly monitor and analyse attendance data to promptly identify and address possible concerns and allow for early interventions to support the child/family's underlying needs. This will include:

- Weekly attendance code analysis
- Specific cohort and group monitoring – particularly for vulnerable groups i.e. children with a social worker
- Monitoring of lesson attendance across all subjects
- 'Welcome back' meeting for all pupils that have been absent for 5 days – to check wellbeing and ensure there are no ongoing needs that will impact on attendance
- The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The school's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.

12. Early Identification and Intervention: assess, plan, do and review

Every pupil has a right to a full-time education and *Blacon High School* sets high attendance expectations for all pupils. *Blacon High School* will consider the individual needs of pupils and their families who have specific barriers to attendance and will consider our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

For any child / child person who is absent from school it is essential to fully understand the reasons for this so that targeted, evidence-based interventions and support can be put into place. All staff have a part to play in promoting attendance. We recognise the importance of ensuring that key members of staff from across the school, including Form Tutors, attendance, pastoral and SEND staff work in collaboration to consider and identify the holistic needs of the child/young person and to overcome barriers to attendance. In accordance with the principles of early intervention, a graduated approach of assess, plan, do and review will be followed utilising range of school-based resources, evidence-based interventions and seeking advice and support from external services at an appropriate stage, when needed.

Appropriate assessments will be important to help understand the underlying reasons that may be contributing to attendance difficulties. This may be an assessment that focuses on the individual child's needs such as an SDQ, SEND assessments and wellbeing assessments or may include the holistic needs of the family, such as a TAF assessment. Assessments will include the views of the child/young person as well as parents/carers, and identify strengths (what is working well) and needs (what is working less well).

Assessments undertaken may identify that a child/young person is experiencing underlying emotional based needs that are contributing to non-attendance. Cheshire West and Chester Council has developed guidance for schools - Emotionally Based School Non-attendance: Good practice guidance for schools (revised November 2021). This is a whole school framework with a graduated approach to support the early identification and intervention of children/young people who may struggle to cope in school/attend school.

Information from assessments will inform a SMART action plan with focussed targets developed in partnership with families, and other services as appropriate. For example, Early Help and Prevention and Social Care may have a part to play in the delivery of support and intervention to promote engagement and attendance. SMART plans should be personalised to effectively meet a child / young person's needs and improve attendance and wellbeing outcomes.

Regular reviews of support and attendance plans are essential to monitor the impact of interventions and to adjust these accordingly. If, despite targeted support and intervention, attendance and wellbeing concerns persist, we may seek further advice and support from external services including mental health services, specialist teaching and education services.

13. Medical Absence

Absence due to sickness should be reported to the school by phone or using the *Studybugs* on the first day of absence. The school should be kept informed during longer periods of absence. School will contact parents during the first day if no satisfactory reason for absence has been received.

Any medical absences in excess of 5 days (10 sessions) per academic year will need to be supported by medical evidence. If no medical evidence is received, then the absence may be recorded as

unauthorised. The school will work with all families on an individual basis if medical absences exceed the maximum threshold.

If a medical absence is likely to be ongoing or long term, then we will offer support in accordance with the school's policies and statutory guidance relating to Children with health needs.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>. As a school we need to plan how children can access Education and how and when the child will return to school. In accordance with the Equality Act 2010 the school must also demonstrate that reasonable adjustments are made to meet child's Educational Needs.

For children who have a medical condition and cannot attend school, the school will refer to the Cheshire West and Chester Council's Medical Needs Team.

<https://www.cheshirewestandchester.gov.uk/documents/education-and-learning/medical-needs-service/medical-needs-policy-latest.pdf>

Their policy states that referrals must come directly from the child's school and must be supported by medical evidence from one of the following health professionals:

- consultant paediatrician or adolescent psychiatrist
- consultant child psychiatrist
- hospital consultant

Supporting evidence from a General Practitioner alone cannot be accepted.

14. Lateness and Punctuality

School begins at 8.40am and all pupils are expected to be in school for registration at that time.

- Register taken at 8.40am
- Registers close at 9.10am

Any child who arrives after the gates are closed must enter the school by the main entrance and report to the school office to sign in. If pupils are not in class when the register is taken, they will be coded as 'L'. Any late arrivals after 9.10am will be coded as 'U' which is an unauthorised absence for that session.

In accordance with the 'Education (Pupil Registration) (England) Regulations 2006', if your child arrives after the registers close, they will receive a mark, code U, that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Fixed Penalty Notice or other legal action if the problem persists.

Children who are consistently late for school are disrupting not only their own education, but also that of other children. Where persistent lateness gives cause for concern, you will be invited to a meeting to resolve the issues. If there is no improvement following this meeting, further action will be taken which may include referral to external agencies.

You may approach the school at any time for support and advice if you are having difficulty getting your child to school on time or maintaining regular attendance.

15. Unauthorised Absence and Fixed Penalty Notice

An absence may be coded as 'unauthorised' if:

- no reason for absence has been given
- medical evidence is not received when requested
- a request for a leave of absence has been unauthorised
- a pupil arrives at school after registration has closed at 9.10am

Parents/carers should be aware that Blacon High School may contact the Local Authority if a pupil has 10 or more unauthorised absences in the current term with a view to issuing a Fixed Penalty Notice or other legal action. The Fixed Penalty Notice is issued individually to each parent/carer who fails to ensure their child's regular attendance at school. The Penalty is £60 per parent/carer per child if paid within 21 days rising to £120 if paid within 28 days. Non-payment of the Fixed Penalty Notice may result in prosecution in the Magistrates court.

16. Application for Exceptional Circumstances

In September 2013, amendments to the Education (Pupil Registration) (England) Regulations 2006, make it clear that Head Teachers may not grant any Leave of Absence (holiday) during term time unless there are '**exceptional circumstances**'

The Head Teacher and the Governing Body will determine what constitutes an exceptional circumstance on an individual basis. If parents/carers need to request Exceptional Leave of Absence, they must complete an 'Exceptional Leave of Absence' form available from the school office. It should be noted that if any application is declined and absence occurs of a consecutive 5 or more unauthorised days, then school may apply to the Local Authority for a Fixed Penalty Notice to be issued to each parent/carer.

The following will not be deemed to be exceptional circumstances:

- Family holiday
- Availability of less expensive holiday
- Availability of holiday accommodation
- Parent/carer's working commitments
- Holiday pre-booked by another family member

A child's absence during term time seriously disrupts their continuity of learning. Not only do they miss the teaching on the days they are away but are less prepared for the lessons building on that teaching when they return to school. There is a consequent risk of under achievement, which we must seek to avoid.

The Governing Body is responsible for ensuring any attendance issues are dealt with in line with school policy.

17. Religious Observance

We recognise that some pupils may need to participate in days of religious observance. Where a day of religious observance:

- falls during school time and
- has been exclusively set apart for religious observance by the religious body to which the pupil belongs

We ask that parents/carers notify Blacon High School in writing in advance where absence is required due to a religious observance.

18. Enforced School Closure

If Blacon High School was forced to close for a period of time, we have the facility to operate an online virtual school. The expectation is children will still engage with ALL activities when work is set. Procedures for online learning will be sent to parents as and when required.

19. Impact

All pupils will achieve well by developing knowledge and skills on their journey through school. Due to robust monitoring of attendance, all pupils, including vulnerable children and children with special educational needs and disabilities (SEND), will have fair and equitable access to school in order to achieve the best possible outcomes. Pupils will leave Blacon High School ready for a successful transition to *further education or employment*.

20. Truancy

Any member of staff who identifies a student as truanting should trigger the following procedure:

- The staff member should inform reception, behavior manager, and Attendance officer
- Staff to alert behaviour manager who sends a whole school e-mail alerting the student absence from lesson
- Behaviour manager will endeavor to locate the student and return them to their lesson
- Register should be marked with 'N' code
- If the student is not located the Attendance officer should telephone the parent/carers to inform
- Where a student's truancy is regular, the Progress Leader will follow up in the form of a parental meeting and an appropriate sanction will be given.

21. Provision for supervised learning at home

Where a student is not able to attend school when they would be usually timetabled for onsite provision, in special circumstances, work can be provided for the student.

22. Attendance Targets

The table below sets out the attendance targets and at what stage parents/carers will be contacted about their child's attendance.



23. What does 'percentage attendance' mean?

Parents/carers should be advised that from September 2015 the Government have categorised those pupils who have attendance of 90% and below as 'Persistent Absence' pupils (P.A.). RSA will be specifically targeting this cohort of pupils, in an effort to improve their attendance in the future. The table below shows the learning time lost against percentage attendance figures.

Attendance during one school year	Equivalent Days	Equivalent Sessions	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	18 Sessions	1.4 Weeks	45 Lessons
90%	19 Days	38 Sessions	3.4 Weeks	95 Lessons
85%	29 Days	58 Sessions	5.4 Weeks	145 Lessons
80%	36 Days	72 Sessions	7.1 Weeks	180 Lessons
75%	48 Days	96 Sessions	9.3 Weeks	240 Lessons

24. Absence Codes:

According to the DfE guidance the following codes are used on the register.

Code I	Illness	Schools can request medical evidence from parents/carers if they feel the authenticity of an illness is in doubt.
Code M	Medical or dental appointments	Parents/Carers are encouraged to arrange appointments out of school hours but the school will authorise if confirmation of the appointment is provided.
Code C	Other circumstances	This code will be used for any authorised non-medical reasons for a child's absence from school, i.e. – family funeral.
Code D	Dual Registered	This code will be used if a pupil is registered at two schools.
Code J	Interview	This code will be used when it has been agreed that the pupil can miss school to attend an interview or entrance exam
Code P	Approved sporting activity	This code will be used in times of approved sporting activities in school times, i.e. – training sessions, trials and sporting events.
Code R	Religious Observation	This code is used to cover major religious festivals during term-time. The school will only authorise one day absence for religious events.
Code V	Educational visits and trips	
Code W	Work Experience	
Code G	Family holiday not authorised by the school or in excess of agreed period	
Code U	Arrived late to school after 9.10am	
Code N	Reason for absence not yet provided	
Code O	Absent from school without authorisation	
Code X	Not required to be in school (not compulsory school age)	

25. Guidance for schools – Attendance case working

These stages should be followed once a pupil has reached 10 sessions of unauthorised absence and the school is considering the Education Welfare Service's involvement as current strategies are not improving attendance.

25.1 Stage 1

- Ensure usual attendance policy procedures are being followed
- Continue normal first day contact etc.
- Conduct investigative safeguarding home visits.

- Gather information from teaching and support staff regarding the pupil's strengths and needs – this may include a round robin
- Meet with pupil to elicit their views about school (e.g. what is working well / working less well)
- Develop a shared action plan in collaboration with parents / carers, pupils and key staff (informed by assessments and to address specific factors underlying non-attendance)
- Continue to follow assess, plan, do and review cycles focused on targeted intervention and support – e.g. Support and Attendance Plan
- Make an initial single assessment (simplified TAF assessment)
- Refer to other agencies as appropriate (e.g. iART) **If parent/carer does not engage with support offered:**
- Arrange an Attendance Panel Meeting to discuss barriers to attendance, record the voice of the child and complete and ESO checklist
- Consider an irregular attendance FPN (10-26 sessions unauthorised)
- Consider a first warning letter for prosecution for more entrenched cases (26+ sessions)

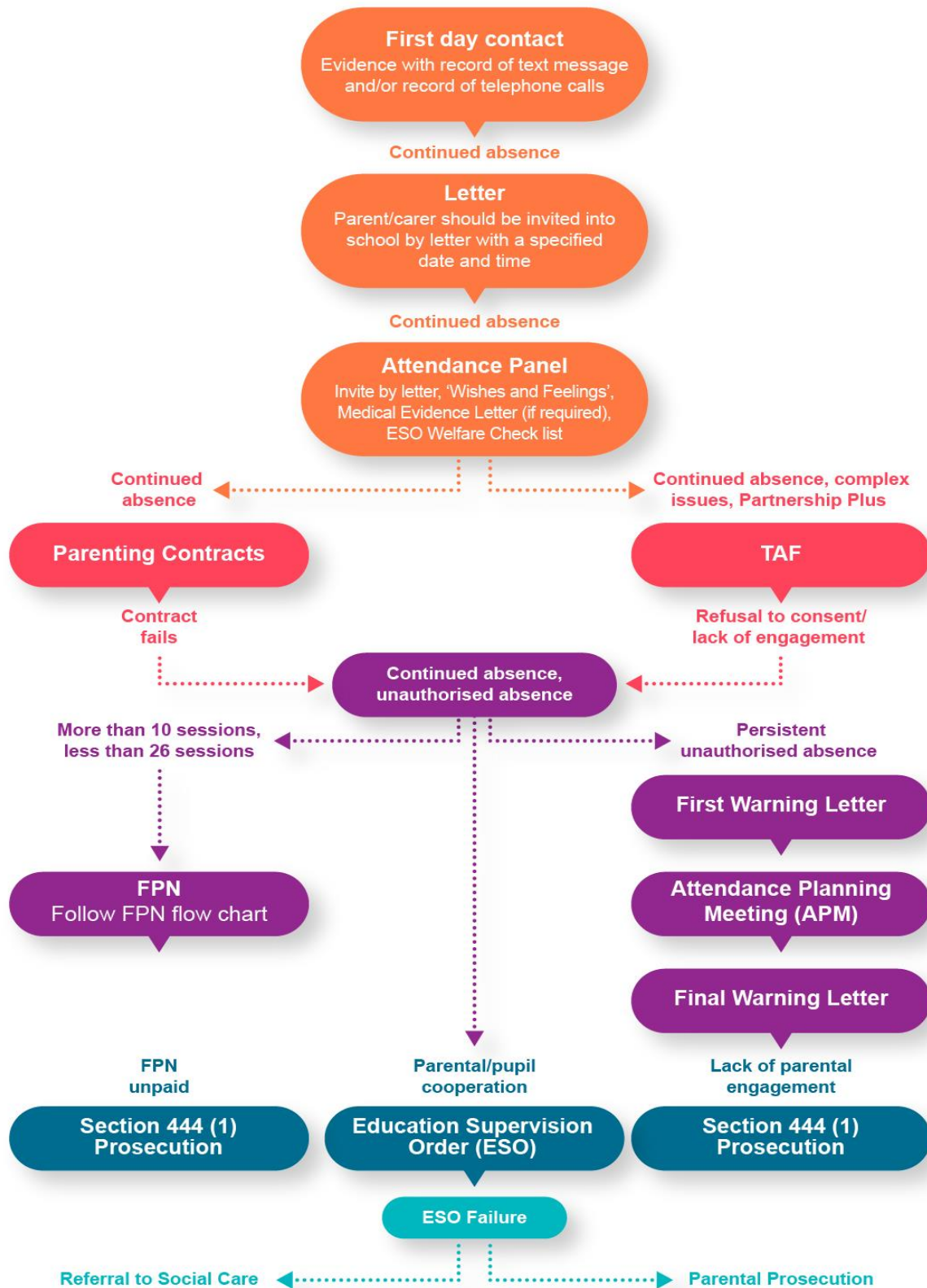
25.2 Stage 2 (within 60 days)

- Continue with usual contact in line with attendance policy
- Conduct further home visits
- Discuss case with attendance lead in school
- Consider Attendance Planning Meeting if there is no improvement following the prosecution first warning letter
- Issue a final warning letter if no improvement following the Attendance Planning Meeting
- Consult with Education Welfare Officer to support in preparing witness statement and exhibits of evidence

25.3 Stage 3 (within 90 days)

- EWO will support in setting up Court File as follows:
- Statement of evidence S9
- Exhibits (labelled and numbered)
- Head teacher certificate
- Recent registration certificate

Attendance Guidance Flow Chart



Second Offences and severe offences can go to Section 444 (1a) prosecution and will be PACE interviewed.

26. Emotionally Based School Non-attendance (EBSN)

Emotionally Based School Non-attendance (EBSN) is a term used to describe the needs of CYP who struggle to attend school due to underlying emotional based needs, such as anxiety, unhappiness and despair. These CYP may be reluctant to leave home and can present high levels of distress in response to parents' attempts to get them to school. This can result in prolonged absences from school.

EBSN is complex and multifaceted, requiring a holistic approach to assessment and intervention. Good practice guidance emphasises the importance of early identification and intervention to support the needs of CYP who may struggle to attend school, developing a SMART support plan, with timely review processes (CW&C, 2018).

The EBSN framework is embedded within the school's Attendance Policy and we use many of the tools and resources to underpin our early identification of need and targeted support and intervention approach.

Schools can access EBSN training and Guidance (EBSN: Good Practice Guidance for Schools) via: [eCWIP for Education - Cheshire West Industry Professionals](#)

27. School Systems for Promoting Regular Attendance

School will:

- Ensure the safety of the student.
- Analyse individual attendance student data to identify patterns of absence causing concern
- Contact parents by letter/telephone to highlight concerns
- Invite parents in to school for a Progress leader meeting
- Progress Leaders will use Individual Attendance Action Plans for students with attendance difficulties.
- Consider the use of Parenting Contracts, particularly where exclusion or behavioural issues are affecting attendance
- In partnership with LA use a full range of strategies, including legal interventions, to support improvement to attendance
- Provide appropriate support to students to ensure successful reintegration following long term absence
- Complete a Team around the Family (TAF) assessment where complex and significant factors requiring a multi-agency response is identified
- Implement a range of rewards for students with high levels of attendance and those improving attendance
- Work proactively to engage with parents and carers to resolve any difficulties which may be affecting school attendance, through Parents Evenings, student reviews and home-school agreements
- Provide a full and diverse curriculum to engage and motivate students
- Make parents aware of the impact of poor attendance on attainment

28. Persons with specific responsibilities for attendance in Blacon High School

- Head teacher Rachel Hudson - whole School strategic overview
- Attendance Lead Susannah Wright
- Attendance Officer Joanne Rathbone

29. Review of Policy

- This policy will be formally reviewed every 2 years
- This policy will be less formally reviewed on an annual basis
- A copy of this policy will be available on the school website
- A basic version of this policy will be included in Student Planners for 2022-23
- A paper copy of this policy is in the staff handbook and the handbook for governors
- Any complaints arising from the implementation of this policy should be addressed to the Headteacher in the first instance

30. School Specific Aims

Aim No.1

To achieve 95% attendance 2023-2024. National average is currently 95%.

- Apply Whole School Attendance Policy consistently.
- Establish and maintain a high profile for attendance and punctuality #Relate attendance issues directly to student attainment and the School's values, ethos and curriculum.
- Monitor progress in attendance via measureable outcomes.
- Effective partnership working with the Education Welfare Service.
- Fixed penalty notices are in place for lateness and unauthorised absence including term time holidays U/G Codes.

Aim No. 2

To ensure that persistent absence is consistently reduced year on year basis. (See Page 3 - Aims)

- Early identification of at risk students through effective analysis of data.
- Effective communication with parents of at risk students to ensure they understand the impact and level of absence.
- Thorough assessment of need, and where appropriate, the use of multi-agency approaches to support families and students to improve attendance.
- Action planning and robust reviewing procedure for all students at risk.

Aim No. 3

To make attendance and punctuality a priority for all those associated with the school including students, parents, teachers, governors and staff.

- Regular reporting of attendance levels to parents / teachers / governors.
- Students to record individual attendance in planners for parents to see.
- Overt promotion of attendance in tutor groups, assemblies and staff meetings.
- Introduce tailored rewards schemes within year groups.

Aim No. 4

To ensure there is a whole school, graduated response to improving punctuality and attendance.

- Attendance Lead to meet regularly with Attendance Officer, Progress Leaders
- Develop Whole School attendance strategies and embed.
- Hold regular Attendance Panel Meetings.

Aim No. 5

To define roles and responsibilities and promote consistency in carrying out designated tasks.

- Maintain unambiguous procedures for statutory registration.
- Make clear each member of staff's responsibilities in relation to attendance (Refer to Appendix 1: Roles and responsibilities).
- Publicise the framework of roles and responsibilities through INSET and use of the staff handbook.
- Attendance Lead to meet regularly with Attendance Officer and Progress Leaders to ensure consistent approach to addressing attendance concerns through all year groups.

Aim No. 6

To use data effectively in order to identify groups of students and individuals whose absence causes concern and implement appropriate interventions.

- Maintain an effective system of electronic registration
- Ensure electronic registration is accurate and timely
- Identify patterns and trends for various cohorts.
- Make full use of attendance software.

Aim No. 7

To track students' attendance and monitor and evaluate progress.

- Initiate first day absence contact
- Follow up unexplained absence in writing.
- Promote expectation of absence letters / phone calls
- Maintain computerised records of attendance.
- Attendance Lead to meet regularly with Attendance Officer, Progress Leaders.

- Attendance target setting and review process implemented for all students falling below 90% attendance.

Aim No. 8

To provide support, advice and guidance to parents and students.

- Promote attendance in tutor time, and assemblies.
- Ensure timely communication to parents if attendance is a concern.
- Continue to develop strong positive relationships with parents, as members of the extended school community.
- Meet with parents and students to discuss barriers to attendance and assess need.
- Make referrals to the School's Family Support Team.

Aim No. 9

To use appropriate assessment and develop strong multi-agency links in order to address higher levels of need.

- Advocate use of Team around the Family (TAF) for those students higher levels/complex needs.
- Liaise closely with the School's SEN department for students with identified SEN.
- Continue to develop strong working partnerships with relevant agencies.
- Use School procedures to raise concerns about students in need (Inclusion panel meetings half termly, Emotional Health and Mental Wellbeing consultations)