

The Heath Family Trust

Litherland High Attendance and Punctuality Policy

Policy version control

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1. Policy statement and principles

- 1.1. Improving attendance is everyone's business. The Heath Family Trust considers excellent school attendance as paramount to children achieving their full potential, central not only to academic achievement but in developing character and enhancing wellbeing.
- 1.2. We enact our Trust values when working together to improve attendance, working with kindness, integrity and tenacity to support our children and families.
- 1.3. At Litherland High we will develop and maintain a whole school culture that promotes the benefits of high attendance and we aim for an environment which enables and encourages children to enjoy and excel in their education.
- 1.4. We recognise that some children find it harder than others to attend school therefore the school will build strong and trusting relationships with children and parents to promote good attendance and remove any barriers to attendance; we act early to address patterns of absence.
- 1.5. We will **expect** high standards of attendance, **monitor** attendance data, **listen** to children and parents to **understand** barriers, facilitate **support**, formalising it when necessary, and **enforce** attendance through statutory intervention when all other avenues have been exhausted.

2. Why regular attendance is important.

- 2.1. Good attendance is essential for children to get the most out of their school experience, including their well-being and wider life chances.
- 2.2. Evidence shows that children with excellent attendance are more likely to reach higher standards of achievement at both primary and secondary school.
- 2.3. For the most vulnerable children, regular attendance is an important protective factor, putting children at less chance of exposure to crime or other safeguarding risks.

3. Safeguarding

- 3.1. Safeguarding and promoting the welfare of children is everyone's responsibility.
- 3.2. Difficulties with attendance and lateness may be signs that something is worrying a child and they and/or their family are in need of early help and support.
- 3.3. Lack of, or erratic attendance, persistent absence or children missing education are safeguarding issues and must act as a warning sign to a range of concerns including neglect, sexual abuse, child sexual or child criminal exploitation and serious violence. They may also be an indication of child-on-child abuse including bullying and sexual harassment or significant mental ill health concerns. They must not be seen as purely isolated attendance concerns.
- 3.4. Where children have or have had a social worker or are in need of safeguarding support, this will inform decisions about attendance issues.
- 3.5. More information on safeguarding and the protection of children can be found in the school's Child Protection and Safeguarding Policy.
- 3.6. It is important for parents/carers/social workers to let the school know of any specific vulnerability in relation to their child or home circumstances. If uncertain about what would be considered a vulnerability, parents should contact Ms Murphy / Assistant Principal

4. Who is responsible for this policy?

- 4.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the Trust central team, the local governing body and the

principal of each Trust school.

- 4.2 The local governing body and senior leadership team at each Trust school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

5. Legal duty

- 5.1 Section 7 of the Education Act 1996 places a duty on parents/carers to ensure children of compulsory school age receive efficient full-time education suitable to the child's age, ability and aptitude and to any special needs the child may have. Parents/carers have a legal duty to ensure their child's regular attendance at the school where they are registered.
- 5.2 A parent/carer who fails to ensure that their child attends school regularly is guilty of an offence under Section 444(1) of the Education Act 1996.

5.3 Other relevant guidance/advice:

- Keeping Children Safe in Education Sept 2023 - statutory guidance for schools
- Working together to safeguard children – statutory guidance for safeguarding partners.
- Working together to improve school attendance May 2022
- The Special Educational Needs and Disabilities Code of Practice 0-25 years
- The Education (Child Registration) (England) Regulations 2006
- Ensuring a good education for children who cannot attend school because of health needs Statutory guidance for local authorities January 2013
- Children Missing Education Statutory Guidance for Local Authorities Sept 2016
- Gypsy, Roma and Traveler Children: supporting access to education.
- General information and advice for academies can also be found in the Government's publication Missing Children and Adults – A Cross government strategy.
- Statutory Guidance on Children who run away or go missing from home or care.
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation Department for Education
- NSPCC Protecting children from sexual exploitation.
- Mental health issues affecting a child's attendance: guidance for schools.
- Prevent Duty Guidance September 2023
- Elective home education guidance for local authorities April 2019
- Elective home education – a guide for parents April 2019
- Alternative Provision Statutory guidance for local authorities Jan 2013

6. Our Commitment

- 6.1 Sense of community and belonging matters. Recent research has found that there is a statistically significant correlation between children's sense of belonging and having higher attendance rates. Attendance is integrally linked to all aspects of school life.
- 6.2 We are committed to promoting excellent attendance in the first instance, by ensuring that children and their families are provided with an environment where they feel safe, included, valued, supported and are inspired by an accessible and innovative curriculum.

6.3 We recognise that excellent attendance is integral to the school's ethos and culture and that approaches to the curriculum, behaviour management, well-being, inclusivity, and attendance are all inextricably linked and impact upon one another.

6.4 At The Heath Family Trust we are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our children.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and children.
- Regularly monitoring and analysing attendance and absence data to identify children or cohorts that require more support.
- Working across schools, MATS and LAs to share expertise and collaborate on interventions.

7 Our roles and responsibilities

7.1 The CEO and Trust Board will:

- Recognise the importance of school attendance and promoting it across the school's ethos and policies.
- Ensure school leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discussing, and challenging trends, and helping school leaders to focus improvement efforts on the individual children or cohorts who need it most.
- Ensure school staff receive adequate training on attendance.
- Provide support, challenge and accountability to the Director of Quality and Standards regarding attendance across the trust.
- Have an understanding of the attendance trends across the trust and the actions in place to improve/sustain high attendance including for vulnerable groups.
- Have an understanding of trust attendance performance in comparison to national averages and progress towards targets
- Receive regular reports on attendance from the Trust Director of Quality and Standards
- Set and review Trust level targets for attendance and punctuality.

7.2 The Trust Director of Quality and Standards will:

- Devise and review the Trust Attendance and Punctuality Policy.
- Provide strategic leadership across the Trust on the national attendance agenda and lead on the development of, and compliance with, the Trust's Strategic Plan for Attendance

- Lead on a strategy that supports children and families to ensure at least good attendance and tackle barriers to attending across the Trust, its schools, specific cohorts of children and individual children.
- Ensure that each school in the Trust consistently implements current statutory guidance, legislation, The Heath Family Trust Policy, procedures and ethos.
- Develop, implement, monitor and review the Trust's Strategic Plan for Attendance.
- Set and monitor overall Trust and individual school targets for attendance including vulnerable groups.
- Hold schools within the Trust to account for compliance with attendance policies, processes and strategies.
- Share effective practice on attendance management and improvement across schools.
- Be accountable for attendance data, developing and implementing robust data collection and analysis to identify attendance patterns and trends, providing recommendations on action.
- Design and implement systems for monitoring compliance across the Trust.
- Report to the CEO, Trust Board and other relevant groups within the Trust.

7.3 The Trust's Executive Principals and Principal will:

- Provide strategic leadership in attendance, ensuring the school's strategic plan is focused on the specific areas of improvement required to strengthen attendance.
- Regularly monitor and review the impact of the school's strategic plan in relation to attendance.
- Monitor the school offer to ensure the curriculum delivered is engaging and meets children's needs.
- Ensure each school is compliant with attendance and punctuality policies, processes and strategies, and that schools operate within statutory guidelines.
- Ensure robust targets are agreed, attendance and punctuality data is accurate, reviewed weekly and actions are in place to support improvements.
- Ensure appraisal targets include a focus on attendance where appropriate (E.g. Heads of Year)

7.4 The Heads of School will:

- Ensure the school ethos promotes and celebrates good attendance and punctuality.
- Ensure the day-to-day implementation of this policy and attendance and punctuality management procedures.
- Ensure all staff, parents, carers and children are aware of the school's attendance and punctuality expectations.
- Monitor attendance data and punctuality via regular review of reports.
- Ensure the effective deployment of resources to promote excellent attendance across the school, vulnerable groups and for individual children.
- Ensure the accurate and timely reporting of attendance data to the Director of Quality and Standards to support EPF Quality and Standards meetings.
- Determine whether to authorise any proposed absences requested on the school's official request form, or absences for which no request was made/approved.
- Provide a termly report on attendance and punctuality to the local governing body.
- Ensure arrangements are in place for children leaving school during the school day, to ensure safeguarding.

- Ensure that relevant staff with key responsibilities (eg, SENDCOs, Heads of Year, PP, EAL, CLA) are aware of attendance performance and are accountable for excellent attendance within their areas of responsibility.
- Ensure that parents are aware of their legal duty to ensure that their child attends school regularly to facilitate their child's legal right to a full-time education.
- Support Local Authority liaison as appropriate, in cases where escalation is required.
- Follow up on any conduct issues in relation to register completion.
- Authorise any part time timetables to support attendance reintegration.
- Authorise any referral regarding any 'Intention to Prosecute' letters with regards to attendance.

7.5 The SLT Lead responsible for attendance will:

- Lead and manage the work of all staff responsible for attendance.
- Lead initiatives to promote the profile of attendance throughout the school.
- Interrogate and analyse data on attendance and punctuality on a weekly, half-termly, and termly basis and prepare reports, as required, for the pastoral team, senior leadership team and local governing body.
- On a weekly basis, review impact, evaluate progress and plan next actions to be taken in order to secure further improvements.
- Oversee the arrangements for attendance review meetings and quality assure the action plans devised.
- Ensure the Principal is made aware of any conduct issues in relation to failure to complete registers accurately or on time.

7.6 The Head of Year (Pastoral)

- Monitor attendance on daily, weekly, half-termly, termly and annual basis, contacting parents/carers of children who have been identified as at-risk, to challenge absences and encourage early return to school.
- Where appropriate, visit the home and/or make a referral to the local authority's education welfare service.
- Understand the barriers for attendance and work with children and families to put in place appropriate support and intervention.
- Work with the senior leader responsible for attendance to maintain an up-to-date attendance risk register and punctuality risk register of high-risk children in designated year groups.
- Lead pastoral / attendance review meetings and develop an action plan involving the child, parent/carer and, where appropriate, other agencies for children whose attendance and/or punctuality falls below the expected level.
- Co-ordinate the support plan for children returning to school after a prolonged absence.
- Co-ordinate the collation of all the documentary evidence required by the local authority for issuing a penalty notice or prosecution by the Local Authority for unauthorised absence.
- Update and review the matrix of vulnerability and use this to support intervention planning and communication with staff as appropriate.
- Arrange and / or carry out home visits to support safeguarding and attendance.

7.7 The Form Tutors / Class Teachers responsible for registering morning and afternoon sessions will:

- Welcome children back into school following an absence with care and kindness, making it clear they have been missed to support embedding the sense of belonging.
- Support the school's punctuality strategy through exemplifying high expectations in this area, making learning purposeful from the outset of each lesson, and expecting children to catch up on missed learning.
- Provide regular advice, encouragement, challenge and support to the class as a whole and individually to children about the importance of regular attendance and punctuality using the data provided.
- Support children to catch up on missed learning by providing appropriate guidance / resources to allow children to learn the core knowledge and fully access the curriculum.
- Ensure that the statutory attendance register using SIMs is taken at the start of the first session of the school day and once during the second session.
- In secondary settings, for the purposes of safeguarding, registers should be taken at the beginning of each lesson.
- Ensure all registers are timely and accurate.
- Ensure children's absence notes or verbal messages related to attendance and punctuality are provided to the administration team.
- Be alert and deal with any signs of disaffection which could result in poor attendance and punctuality and impact on learning and ensure this is recorded on CPOMS / SIMS
- Identify absence trends or concerns and raise with the relevant member of staff.

7.8 Attendance Officers / Administrative staff will:

- Ensure data on attendance and punctuality is displayed in prominent places visible to children.
- Manage the arrangements for children who need to attend appointments during school time.
- Monitor registration on a daily basis and ensure any missing marks are quickly resolved to ensure children are safe.
- Manage the first day / second day calling / text process liaising with parents and carers.
- Communicate on a daily basis with schools Dual Registered and Alternative Provisions for attendance.
- Manage the late and early leaving system.
- Be the first point of contact for parents/carers and relevant school staff regarding children's absence and appointments.
- Arrange First Day Response visits by the Local Authority for children Open to Social Care
- Issue all attendance and punctuality data on a daily, weekly, half-termly, termly and annual basis to the senior leader responsible for attendance.
- Manage the issuing of letters with regards to the school's Graduated Response process.
- Administer and work with external agencies to organise support meetings as appropriate.
- Maintain a record of all applications for leave of absence during term time and requests for issuing a penalty notice.
- Comply with the Department for Education Statutory Guidance on Children Missing Education (CME) by informing the local authority of the details of children who are regularly absent, missing from school following a leave of absence and prior to removing a child from

- the roll of the school.
- Notify the Local Authority regarding students who have chosen to elective home educate and complete the necessary documents
- Comply with the requirement set out in the local authority's code of conduct when requesting penalty notices.

7.10 Parents / carers will:

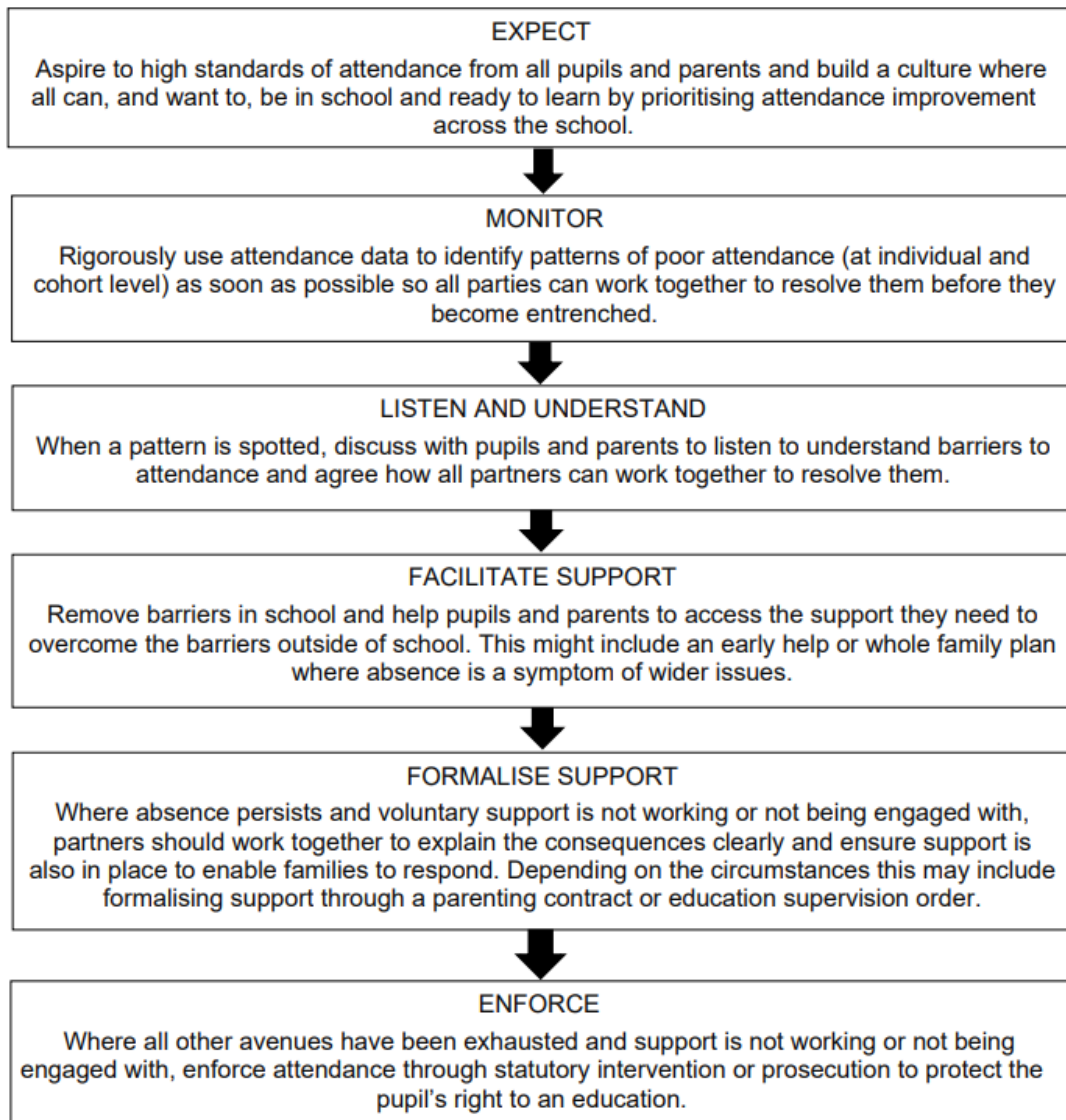
- Ensure their child attends school daily, and on time, from 08.40 am until 15.10 pm
- Engage with school communications and understand the school's high expectations with regards to attendance.
- Ensure their child arrives at school on time, dressed in full uniform and ready and equipped to learn.
- Inform the school if their child is unable to attend, including the reason for absence and the expected date of return.
- Ensure that any known barriers to attendance and punctuality are shared and work with the school to agree ways forward to enable improved attendance.
- Ensure their child attends all intervention programmes agreed by the school.
- Be aware that it is an offence for a child to be absent from school without a valid reason.
- Be aware that only the school can determine if an absence from school is 'authorised'.
- Ensure that all appointments, where possible, are arranged after school.
- Avoid arranging holidays/leave during term time except in exceptional circumstances.
- Ensure that all requests for leave during term time are made where possible at least one month in advance
- Be aware that for unauthorised absences, the local governing body reserves the right to apply to the local authority to issue a penalty notice (fine), intention to prosecute, or remove a child from the roll of the school

7.11 Children will :

- Aim to achieve 100% attendance and punctuality by arriving to school on time every day, well prepared and with the right attitude, to enjoy and achieve.
- Be proud of achieving excellent attendance and punctuality.
- Be punctual to all lessons.
- Ensure they are registered for all timetabled lessons.
- Ensure all notes/appointment cards are passed to the relevant member of staff.
- Speak to the appropriate member of staff if there are any problems that may affect attendance, punctuality and/or learning.

8. Our Practice

8.1 We aim to successfully treat the root causes of absence and remove barriers to attendance, at home and in school by working collaboratively with families and the local authority attendance support teams using the framework outlined below:



9. Parental Engagement

9.1 Attendance is inextricably linked to 'belonging' and it is important that we have a strong relationship with parents so that they feel part of a positive school community. We work hard to ensure we communicate our attendance expectations regularly, through regular letters and newsletters, updates via reports and telephone calls and home visits as appropriate.

9.2 It is important that parents understand the need to report and talk about the reason for their child's absence and to seek support, and that the school's expectations are clear. It is important too that we seek to listen and understand the challenges some parents face in getting their children to attend regularly and on time.

- 9.3 The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with children and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with children and their families to support attendance, e.g. social services.
- 9.4 If a pattern of absence becomes problematic, the attendance officer/Heads of Year will work collaboratively with the child and their parents to improve attendance by addressing the specific barriers that prevent the child from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for child absence and will approach families to offer support rather than immediately reach for punitive approaches.
- 9.5 Where these barriers are related to the child's experience in school, e.g. bullying, the attendance officer will work with the headteacher and any relevant school staff, e.g. the DSL, Pastoral Leaders, SENDCO, etc. to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the child's family, the attendance officer/Heads of Year will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

10. SEND and health-related absence

- 10.1 We recognise that children with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support children who find attending school difficult.
- 10.2 In line with the SEND Policy and Supporting Children with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for children with disabilities to reduce barriers to attendance, in line with any EHCP plans or IHCPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.
- 10.3 Where the school has concerns that a child's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a child that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed to ensure appropriate support is in place.
- 10.4 If a child is unable to attend school for long periods of time due to their health, the school will:
- Inform the LA if a child is likely to be away from the school for more than **15** school days.
 - Provide the LA with information about the child's needs, capabilities and programme of work.
 - Help the child reintegrate at school when they return.
 - Make sure the child is kept informed about school events and clubs.
 - Encourage the child to stay in contact with other children during their absence.
- 10.5 The school will implement an Attendance Support Plan to help any children with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the child is attending school as normal and there have been signs of significant improvement.

11. Promoting and Incentivising Good Attendance

- 11.5 It is the belief that all students are more likely to attend regularly if the curriculum is engaging and personalised to meet their needs. The curriculum is monitored and revised on an annual basis so that

it meets the ability needs of all students. In addition, children are regularly informed of their attendance levels and, if appropriate, how they can improve.

- I 1.6 Good and improved attendance and punctuality are promoted and rewarded through our inclusive rewards programme. Adjustments will be made to ensure that students who have medical issues or whose attendance is impacted by significant events are not omitted from school praise and reward systems.
- I 1.7 At our school we have a range of ways in which we promote and incentivise good attendance including:
 - Celebration assemblies
 - Tutor group of the week for each year group
 -

Attendance and Punctuality Procedures and Expectations

12. Attendance and Punctuality Targets

- 12.1 The target for all students is to achieve 100% attendance and punctuality.
- 12.2 The *minimum expectation* for all students is attendance over the academic year of 97%. This equates to 5 days missed, 10 sessions missed and 25 lessons missed.
- 12.3 If a child's attendance falls below 97%, it will be classed as 'under review' and the school may implement its graduated response, dependent upon individual reasons for absence.
- 12.4 Poor attendance can impact on a child's wellbeing, development and academic achievement. There is clear evidence that children who have high attendance are more likely to achieve well.
- 12.5 The table below equates percentage attendance to time missed from school:

Attendance during the academic year	Equivalent days missed	Equivalent sessions missed	Equivalent weeks missed	Equivalent lessons missed
100%	0 days	0 sessions	0 weeks	0 lessons
95%	9 days	19 sessions	2 weeks	45 lessons
90%	19 days	38 sessions	4 weeks	95 lessons
85%	29 days	58 sessions	6 weeks	145 lessons
80%	38 days	76 sessions	8 weeks	190 lessons
75%	48 days	96 sessions	10 weeks	240 lessons

13. Registration

- 13.1 The school will ensure that an attendance register is taken at the start of the first session of the school day and once during the second session. In addition, all teaching staff must check that the children timetabled to be in their lessons are present for each session. On each occasion they must record whether every child is:
 - present
 - attending an approved educational activity

- absent
- unable to attend due to exceptional circumstances

Registers will close thirty minutes after each session registration and if children arrive after this time, this will count as an absence.

- 13.2 Registers will be marked using the Department for Education Attendance and Absence Codes. Where appropriate, an agreed internal code may be used to indicate a child is being educated on site but not in their usual lesson e.g. Mentoring session. A comment should accompany the mark to indicate the location of the child. The internal code should only be used for lessons not sessions.
- 13.3 If a member of staff identifies that a child is missing from lesson, they should send a truancy card to the library and SLT will be contacted.

14. Absences

- 14.1 On the first day of absence, parents/carers should telephone the school office on 0151 214 3434 before 9.00am to inform them of the reason for the child's absence and the likely duration of the absence. Personal or written communication to the school is also acceptable.
- 14.2 Where no information has been received by 9.00am on the first day of absence, the school will telephone the home of the absent child to enquire regarding the absence.
- 14.3 Parents/carers should contact school every day until the child returns to school or alternatively indicate the length of the absence, and the reasons why the child will be unable to attend e.g. recovering from an operation. In these circumstances a 'check in' date must be agreed when the absence will be reviewed.
- 14.4 If by the third day of absence no contact has been made the school will carry out a home visit and report the absence as a safeguarding concern.
- 14.5 The school will reserve the right to carry out a home visit of a child after one day of an absence, if it deems this to be appropriate.
- 14.6 Where there are serious concerns about the safety and well-being of a child whose reason for absence is not known the school may contact the police, local authority or social services.
- 14.7 Failure to provide an explanation within 5 days of the start of the absence will result in the absence being marked as unauthorised. In these circumstances legal interventions may be considered.
- 14.8 It is the responsibility of the head of school / principal, not the parent/carer, to decide whether the absence is authorised or unauthorised. Such decisions will be made in accordance with government regulations and guidance.

15. Appointments

- 15.1 All appointments, where possible, must be arranged after school.
- 15.2 Parents/carers should provide advance notice by way of a medical card and/or letter for any time off school required for medical appointments.
- 15.3 Time away from school as a result of an appointment must be kept to a minimum. Children should not be absent for the whole day/whole morning/whole afternoon where this can be avoided.
- 15.4 The attendance officer will manage appointments, keeping the head of year and senior leader responsible for attendance informed of authorised appointments.

16. Leave of Absence During Term Time

- 16.1 The Education (Child Registration) Regulations 2013 prohibits the principal of a school from granting leave of absence to a child, except where an **advance application** has been made by the parent/carer and the principal considers that there are **exceptional circumstances** relating to the application.
- 16.2 The request for leave of absence must be made at least one month in advance. Each case will be considered on merit, taking into account the individual facts and the exceptional circumstances.
- 16.3 For the purpose of defining ‘exceptional circumstances’ and as a guiding principle only, the head of school /principal may consider if the reasons given for requesting leave are **rare, significant, unavoidable and short**. The following factors will also be taken into consideration when considering requests for leave of absence during term time:
- whether the event for which leave of absence is requested can reasonably take place during school holidays.
 - levels of attendance and unauthorised absence over the last 12 months
 - any leave of absence taken previously.
 - whether the leave is during the examination period, controlled assessment period or will result in not meeting assessment deadlines.
 - age and year group of the child.
- 16.4 The school will not consider the following to be exceptional circumstances:
- the availability of cheap holidays.
 - the availability of the desired accommodation.
 - an overlap at the beginning or end of the school term.
- 16.5 Where a leave of absence is granted, the head of school principal will decide the number of school days a child can be away from school, and the agreed date of return to school.
- 16.6 Where a leave of absence is **not** granted or where the child fails to return to school by the agreed date following approval of leave of absence, then the principal will pass on the details to the local authority in line with the duty around reporting children missing education.
- 16.7 The principal may request the local authority to issue each adult with parental responsibility with a penalty notice for each child for absence from school.
- 16.8 In certain circumstances, the school, after notifying the local authority, may decide to remove the child from the roll of the school.

17. Punctuality

- 17.1 Any student arriving late should sign in at reception giving their reason for being late.
- 17.2 Students who arrive late are missing valuable learning time and will receive a sanction break time detention, failure in attending this detention will result in being collected for a lunch time detention.
- 17.3 Where a detention has been issued on the same day, parents and carers will be informed of the detention during the day.
- 17.4 A text will be sent home to inform parents of any lateness which occurs after the register has closed. Repeated lateness of any kind will be reported to parents/carers.
- 17.5 Repeated lateness 30 minutes after registration will count as an absence for that session and can be dealt with in the same way as absence.
- 17.6 The school will seek to work in partnership with parents and carers in order to understand barriers to good punctuality, the lost learning time as a result, and agree some clear actions required to move forward.

18. Analysis of Data

- 18.1 The lead for attendance in each school will monitor and analyse attendance data weekly to ensure that intervention and support is delivered quickly to address attendance issues.
- 18.2 The school will collect and report attendance data to the Director of Quality and Standards, Governors, the School's Senior Leadership Team, lead professionals for vulnerable groups (e.g PP, SENDCO, EAL, Heads of Year etc) at least half-termly. The Director of Quality and Standards will in turn collect and report attendance data to the CEO and Trust Board at least termly.
- 18.3 Data collected and analysed will include data for attendance, persistent absence and severe absence:
- The school cohort as a whole.
 - Individual year groups.
 - Children from vulnerable groups – including PP, SEND, CLA, CIN and CP.
 - Any other groups deemed to be at risk of poor attendance.
- 18.4 The School Senior Lead for Attendance will conduct thorough analysis of the data half-termly, termly and annually to identify patterns and trends; individual or groups of children needing support/intervention. Analysis is then used to develop and implement action plans/interventions to improve attendance.
- 18.5 Analysis will also include identification of:
- Types of absence (codes)
 - Patterns in days of absence
 - Lessons which have poor attendance
 - Barriers to attendance
- 18.6 Attendance data will be bench marked against national data. The Trust Director of Quality and Standards visits each school within in the trust at least termly to review attendance data, analysis, trends, impact of intervention and progress towards targets.
- 18.7 Schools are legally required to share information from their attendance registers with the local authority and will also share information with the DFE to support the VYED site.

19. Strategy for reducing persistent and severe absence.

- 19.1 Attending school is critically important for children's life chances, including their attainment, wellbeing, safety and wider development. Those children who are missing more than 10% of school are, as a result, more vulnerable.
- 19.2 According to the Department for Education guidelines, a child will be considered as a persistent absentee if their attendance is 90% or lower (i.e. 10% or more sessions are missed).
- 19.3 Any child who is at the persistent absence threshold or at risk of moving towards that threshold is placed on the Attendance Risk Register and given priority for intervention.
- 19.4 Letters will be sent to parents of children at risk of persistent absence, or already persistently absent, in line with The Heath Family Trust attendance graduated response (See appendix 1)
- 19.5 For any child below the persistent absence threshold or at risk of persistent absence and with a number of broken weeks, medical evidence will be required if the absence is to be authorised.
- 19.6 The school will analyse data in order to identify patterns and discuss with families any potential barriers to attendance, in order to try and resolve any issues.
- 19.7 Persistent and Severe Absence data is communicated to the relevant Local Authority via the School Census on a termly and annual basis, as well as to the DFE to support the 'View Your

Education Data' website.

19.8 Intervention may be via:

- A review of any external / school barriers with support in place to mitigate against these.
- An action plan to improve attendance, with agreed targets and support.
- Support from Head of Year.
- Referrals to other agencies alongside meetings between relevant school staff and parents/carers.
- Engagement with the Local Authority Attendance Support team.
- Consideration of an Early Help Assessment if appropriate.
- Safeguarding visits and referrals where there is no medical evidence and school monitoring procedures raise concerns about a child's welfare.
- Where parents/carers fail to co-operate with support and strategies provided by the school, further advice may be sought which could lead to legal sanctions being imposed.

19.9 Children who are in the severely absent category have attendance below 50%. These children are considered some of the most vulnerable and are at risk of not being prepared for the next stage of their education or working life. Missing significant amounts of education can impact severely on a child's wellbeing and attainment. Just 5% of severely absent children go on to achieve five or more GCSEs at grade 4+ by the end of secondary school.

19.10 All children who are severely absent will be assessed for EBSNA and where this is a potential factor, the five step plan will be implemented.

19.11 Parents of children in the severely absent category will be invited to school for a meeting to discuss barriers to good attendance and agree interventions to support the child back into school.

19.12 All severely absent children will be referred to the Local Authority Support Team.

19.13 Parental failure to support a child's attendance to school can be regarded as neglect. Regular home visits will be carried out and safeguarding referrals will be made where there are concerns about a child's welfare.

19.14 Intervention may be via:

- A review of any external / school barriers with support in place to mitigate against these.
- An action plan to improve attendance, with agreed targets and support.
- Support from a Head of Year
- Referrals to other agencies alongside meetings between relevant school staff and parents/carers.
- Education Welfare Officer support.
- Engagement with the Local Authority Support Team.
- Early Help Assessment where appropriate.
- Consideration of a short term, part-time timetable, to support a phased reintegration back into school.
- Consideration of on-site or off-site alternative provision where appropriate.

20. Emotion Based School Non-Attendance (EBSNA)

- 20.1 Emotion-based school non-attendance (EBSNA) is when children and young people find attending school or remaining in class emotionally challenging, which results in non-attendance to relieve them of their feelings. Barriers to attendance often reflect an array of interacting and complex factors across the individual and their environments. It is not uncommon for those children who are severely absent to present with EBSNA.
- 20.2 It is important to quickly establish if absences are due to EBSNA as opposed to truancy (parents not aware) or parental condoned absence (parents not concerned with absences).
- 20.3 Our school is committed to following the DFE principles to promote a whole school approach to mental health and wellbeing, in order to work proactively to prevent EBSNA in children. This includes:
- Creating an ethos and environment that promotes respect and values diversity.
 - Ensuring that the curriculum promotes resilience and supports social and emotional learning.
 - Enabling student voice to influence decisions.
 - Prioritising staff development to support wellbeing.
 - Working with parents and carers.
 - Identifying need and monitoring the impact of interventions.
 - Providing targeted support and appropriate referrals.
- 20.4 To support children who struggle with EBSNA we implement a five step process. This is reviewed regularly, prioritizing those children who are severely absent or at risk of becoming so.
- 20.5 **Step 1: IDENTIFY** involves identification of children at risk. We identify children who are showing signs of high levels of anxiety or those who may be at risk for EBSNA. There are a range of factors that may increase a child's risk of EBSNA, these include school factors (e.g., problems with peers, change of school), family factors (e.g., significant changes at home, bereavement) and child factors (e.g., separation difficulties, anxiety, social communication difficulties, autism).
- 20.6 **Step 2: ASSESS** at risk group (Monitoring and Support). Children highlighted to be at risk of EBSNA may benefit from targeted extra support. This may include:
- Being allocated a key adult who is able to have regular contact with the child to build a relationship with them and monitor their progress.
 - Allowing time for the child to discuss any worries and support with strategies to manage these issues, taking into consideration any push pull factors and risk and resilience factors.
 - Children may benefit from completing strengths-based activities. See [interventions](#) section on Revolution.
 - Identifying a safe space in school where the child can go if they are upset or worried.
 - Regular learning breaks.
 - Referral to the SENDCO to assess for any additional needs and involvement of the SENDCO if child is already on the register

These children should be monitored closely and if a child's attendance falls below 90% or parents/carers report difficulties with getting their child to attend school then an initial meeting should be held with school staff, parents/carers and the child.

- 20.7 **Step 3: PLAN** and support. Meeting to take place with the parent / carer and child and the school in order to develop an individual support plan. This individual support plan should be designed in a meeting collaboratively with the parents/carers, child and any other relevant agencies (EPS, School Nurse, Early Help, Positive Steps, CAMHS etc.) to support the child's attendance at school.

- 20.8 The action plan should include details regarding interventions and strategies to be implemented, build on the child's strengths and support their needs.
- 20.9 Ensure that: plans are realistic and achievable, and all parties agree to the actions.
- Practical support to problems are clearly discussed and communicated
 - There is an identified key staff member the child can access for support. The key staff member should 'check in' with the child throughout the day.
 - The plan is person-centred and considers flexible timetables, arrangements for transport, buddying, and safe spaces.
 - If needed, a phased reintegration plan is created to gradually increase the child's time in school.
 - Ways to increase a sense of school belonging for the child is considered.
 - The appropriateness of a full timetable or phased reintegration is considered, and appropriate routines are established.
- 20.10 **Step 4: DO** – Interventions and strategies. Interventions and strategies will be bespoke to the child informed by the information gathered in the assessment and planning phases. They will include the implementation of practical steps outlined in the planning phase.
- 20.11 **Step 5: REVIEW** (Interventions and strategies). After the agreed intervention and strategy phase has been conducted, a planned meeting should be conducted between the school, child and parent / carer, to explore and record what has worked well and what has not.
- 20.12 If there are still concerns, we will clarify if the function of the school non-attendance remains the same and return to the planning phase, building from what has worked well and adapt what has not worked well. If there are no more concerns, then we will continue to monitor the child's attendance over time to ensure good attendance is sustained.

21. Legal Intervention

- 21.1 Where engagement in support is proving challenging, we will hold formal meetings with parents which may include the school's point of contact in the local authority School Attendance Support Team.
- 21.2 These meetings will explain the consequences of persistent and severe absence and the potential need for legal intervention in future whilst continuing to review the barriers to attendance and explaining the help that is available to avoid those consequences.
- 21.3 Where voluntary support has not been effective and/or has not been engaged with we will work the local authority to:
- Put formal support in place in the form of a parenting contract or an education supervision order.
 - Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with.
 - Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
 - Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

22. Part Time Timetables

- 22.1 Placing a child on a reduced timetable may be used as a strategy to support a child who is finding attending school a challenge.
- 22.2 The use of part time or reduced timetables are used as a short term (ideally for no more than **6 weeks**) measure to ensure the successful return to full time education.
- 22.3 The decision to place a child on a reduced timetable must be approved by the Head of School / Principal and will be monitored by the Executive Principal and Director of Quality and Standards. These children must also be reported to the LA.

23. Children in Alternative Provision

- 26.1 All professionals have a statutory responsibility to safeguard and promote the welfare of children. The tracking and reporting of attendance at alternative provision is an essential component in achieving this.
- 26.2 Children at alternative provision are additionally vulnerable and will be closely monitored. The attendance ambition for children at alternative provision will be the same as they are for any other child.
- 26.3 The senior leader with responsibility for alternative provision is Ms Carmel Murphy
- 26.4 Most children at alternative provision will be D coded (dual registered at another school) and the school is ultimately responsible for ensuring their safety and well-being, including ensuring there is a clear process for home visits when necessary i.e. in the case of non-attendance.
- 26.5 The arrangements for monitoring of attendance, contacting of parents and carrying out safe and well checks will form part of a written individual plan, agreed with the child, parents and alternative provider before the child begins their placement.
- 26.6 All schools will carry out a suitability assessment before a child moves to an Alternative Provider, ensuring that the provider can meet need, and that curriculum, attendance and safeguarding procedures are robust, in order to secure good engagement and attendance for the child going forward.
- 26.7 Attendance at off-site alternative provision will be monitored daily by Ms Carmel Murphy who will ensure that swift action is taken when a child does not attend their alternative provision place.
- 26.8 The school will make regular visits to the alternative provision to meet the child, their link tutor and to check on their well –being, attendance and academic progress.
- 26.9 Children who require intervention and support to improve their attendance will receive will be supported in line with this policy. The school will work jointly with the alternative provision to put in place a comprehensive, regularly reviewed, written plan to support better attendance.
- 26.10 There is an expectation that any safeguarding concerns are raised with the designated safeguarding lead and that all alternative providers adhere to the child protection and safeguarding policies held by the school.

24. Children Missing In Education

- 24.1 Children missing education are children of compulsory school age who are not registered children at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
- 24.2 Children are entered on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the child will attend the school. If a child fails to attend on the

agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts and notify the local authority at the earliest opportunity.

24.3 Reasonable enquires may include:

- making contact with the parent, relatives and neighbours using known contact details;
- where possible making enquiries via other agencies e.g. those of housing providers, school admissions, health services, police, refuge, Youth Justice Services, children's social care, and HMRC;
- checking with agencies known to be involved with family;
- checking with local authority and school from which child moved originally, if known;
- checking with any local authority and school to which a child may have moved;
- checking with the local authority where the child lives, if different from where the school is;
- home visit(s) made by appropriate team, following local guidance concerning risk assessment and if appropriate make enquiries with neighbour(s) and relatives.
- This list is not exhaustive or prescriptive, and so schools should treat each case on its individual merits and use their judgement, ensuring they have taken into account all of the facts of the case.

24.4 Where a child has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the child can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child.

25. Elective Home Education

25.1 Parents are within their rights to make requests to home educate their children. Any such requests should be discussed with the Head of School / Principal.

25.2 However, it is the ethos of The Heath Family Trust that children are best placed to learn in school and therefore requests for home education will be reviewed closely and meetings requested to try and remove barriers and support maintaining the child in school.

26. School Attendance Contacts

26.1 If you have a query about attendance, please call the school on 0151 214 3434. Below is a list of contacts for attendance and their email address or email us at _____ and ask to speak to one of the following members of the Attendance Team

Role	Name	Email
Attendance SLT Lead	Ms Carmel Murphy	cmurphy@mylhs.org
Attendance Officer	Ms Kerri Johnson	Kjohnson@mylhs.org
Head of Year 7	Mrs Claire Gaudie	cgaudie@mylhs.org
Head of Year 8	Mrs Karen Heath	kheath@mylhs.org
Head of Year 9	Ms Natalie Limb	nlimb@mylhs.org
Head of Year 10	Mrs Katie McLoughlin	kmcloughlin@mylhs.org
Head of Year 11	Mr James Brougham	jbrougham@mylhs.org

Appendix I: Graduated Response to Attendance

NOTES:			
<ul style="list-style-type: none"> • Any safeguarding concerns should be dealt with as a priority, following relevant policies and procedures. • Process can be expedited where there are attendance/safeguarding concerns. • Attendance data is reviewed half termly to determine response to be chosen. • Starting point will depend on the needs and priority in each school / needs of family. • Letters will be personalised as appropriate and sent via post, email etc directly to the parents, not in given to child to take home. 			
Scenario	Action	Documentation	Documentation
First Day of Absence	No reason given for absence	<ul style="list-style-type: none"> ✓ School to call parents and all emergency contacts to ascertain whereabouts of child ✓ If vulnerable child in terms of safeguarding, carry out home visit / contact social worker. Log on CPOMS. 	School to keep record of dates/times of phone calls
Second Day of Absence	No reason established for absence	<ul style="list-style-type: none"> ✓ School to call parents and all emergency contacts to ascertain whereabouts of child 	School to keep record of dates/times of phone calls etc
Third Day of Absence	No reason established for absence	<ul style="list-style-type: none"> ✓ School to call parents and all emergency contacts to ascertain whereabouts of child. ✓ Carry out home visit. Log on CPOMS. 	School to keep record of dates/times of phone calls etc
Day 4-10 of Absence	No reason established for absence	<ul style="list-style-type: none"> ✓ School to call parents and all emergency contacts to ascertain whereabouts of child ✓ Follow CME procedures ✓ (ask class mates, liaise with schools attended by siblings, check with previous school, contact with other agencies known to family/police) ✓ Escalate Safeguarding Concerns ✓ Continue to make home visits 	School to keep record of dates/times of phone calls/visits etc
Day 10-20 of Absence	No reason established for absence	<ul style="list-style-type: none"> ✓ Refer to LA as CME 	School to keep record of dates/times of phone calls/visits etc
STEP 1	Attendance starting to fall below 95%	<ul style="list-style-type: none"> ✓ School to send by post letter to parents from Principi 	Attendance Letter 1 with attendance certificate
STEP 2	Attendance not improved and falling below school target 95% but above 90%	<ul style="list-style-type: none"> ✓ School to send by post letter to parents from Principal / Head of school / SLT lead 	Attendance Letter 2 with attendance certificate
STEP 3	Attendance not improved. (where below 90% medical evidence needed for any absence due to illness)	<ul style="list-style-type: none"> ✓ Parents/carers asked to meet with Head of Year / Assistant Principal ✓ Notes of meeting kept (CPOMS?) ✓ (review in 6 weeks – if improved action closed, if not progress to Step 4) 	Attendance Letter 3 invite to meeting Record of meeting
STEP 4	Attendance below 90% or cause for concern	<ul style="list-style-type: none"> ✓ Parents/carers asked to meet with member of school SLT / Attendance team Share <ul style="list-style-type: none"> ✓ Attendance Intervention record ✓ Current attendance certificate ✓ Record of previous meetings ✓ Notes of meeting kept on CPOMS 	
OTHER POSSIBLE STEPS			
Early Help	FPN/Statutory Action		
Attendance Improves			Positive letter shared

Appendix 2: Graduated Response to Punctuality

GRADUATED RESPONSE TO LATENESS			
NOTES: <ul style="list-style-type: none"> • Any safeguarding concerns should be dealt with as a priority, following relevant policies and procedures. • Process can be expedited where there are attendance/safeguarding concerns. • Attendance data is reviewed half termly to determine response to be chosen. • Starting point will depend on the needs and priority in each school / needs of family. • Letters will be personalised as appropriate and sent via post, email etc directly to the parents, not in given to child to take home. 			
	Scenario	Action	Documentation
STEP 1	Lateness a concern (late before or after register closed on a regular basis)	School to send by post letter to parents from Head of Year	Lateness Letter 1 with attendance certificate
STEP 2	Punctuality not improved	School to send by post letter to parents from Assistant Principal	Lateness Letter 2 with attendance certificate
STEP 3	Punctuality not improved and more than 10 lates in a half term. (where below 90% medical evidence needed for any absence due to illness)	Parents/carers asked to meet with Head of Year and/or Assistant Principal Notes of meeting kept (CPOMS?) (review in 6 weeks – if improved action closed, if not progress to Step 4)	Lateness Letter 3 invite to meeting with attendance certificate 1) Copy of Punctuality Intervention record 2) Copy of current attendance certificate Ensure Punctuality meeting is recorded and logged (CPOMS?)
OTHER POSSIBLE STEPS			
Early Help	FPN/Statutory Action		
Punctuality Improves			Well done letter

Appendix 3

Persistent absence letter template

«salutation»

«address_block»

Child - «forename» «surname» - «reg»

Dear «salutation»

I am writing with reference to «chosen_forename»'s continuing absence(s) from the school.

«forename» attendance is currently «percentage attendance»% and we are now very concerned about this as it means they are at the threshold for persistent absence.

I'm sure you are already aware that X % attendance equates to X lessons missed. It is really important we can support your child back into school so that they are not missing out.

Good attendance is essential for children to get the most out of their school experience. We understand that the barriers to accessing education are wide and complex, and that some children find it harder than others to attend. We would like to work with you to identify and remove any barriers together.

If «forename» is going to receive the support he/she/they need to improve his/her/their attendance, it is essential that we work together to identify what the barriers are, both in or out of school and avoid any legal action being taken.

Any absence xxx- child's name may now have, will be recorded as unauthorised and a doctor's note/medical certificate will be required to explain it

Section 444 of the Education Act 1996 makes it parents/carers responsibility to ensure their child's attendance at the school which they are on roll. Whilst we want to continue to support forename and the family to improve this/her/their attendance, we will now be seeking additional advice from the local authority attendance team

Please can you come into the school to meet with xxxx on xxxx at xxxx or contact us to arrange a suitable alternative to look at how we can help avoid any deterioration in «forename»'attendance. Child's forename» will also be invited.

Please feel free to bring a friend or family member with you.

If you have any access requirements, please let us know

With kind regards,

Appendix 4

Severe absence concerns letter template

«salutation»

«address_block»

Child - «forename» «surname» - «reg»

Dear «salutation»

I am writing to let you know you that «forename»'s attendance is currently «percentage attendance»%. We are now very concerned about this as it means they are now close to/in the severe absence category.

I'm sure you are already aware that X % attendance equates to X lessons missed. It is really important we can support your child back into school so that they are not missing out.

Section 444 of the Education Act 1996 makes it parents/carers responsibility to ensure their child's attendance at the school which they are on roll. Failure to do so may result in legal action being taken.

Whilst we want to continue to support forename and the family to improve this/her/their attendance, we will now be seeking additional advice from the local authority attendance team

Optional paragraphs – school to customise according to the case

As there are also safeguarding concerns for forename we will also be seeking statutory support from the local authority children's services

If «forename»'s attendance is going to improve, it is essential that we work together to identify what the barriers are, both in and out of school and put in place any support that is needed for «forename» or the family.

Please can you come into the school on with «forename»'to meet with xxxx on xxxx at xxxx or contact us to arrange a suitable alternative to look at how we can help avoid any deterioration in «forename»'s attendance

The following will also attend the meeting (school to name any LA/other professionals who will be at the meeting)

Please feel free to bring a friend or family member with you.

If you have any access requirements, please let us know

With kind regards

Appendix 5
EHE letter template 1
(following initial conversation/meeting with parent)

Date:

Parent/carer

Address

Dear XXXXX,

Following our conversation/meeting, thank you for your letter confirming that you have taken the decision to electively home educate (EHE) child's name XXXXX.

As discussed, we strongly advise against this for the following reasons xxxxxxxxxxxxxxxxxxxx.

We firmly believe that the best place for child's name is in school and sincerely hope that you will reconsider your decision.

- Guidance for parents can be found in Elective home education (www.gov.uk)

If you would like a hard copy, please contact the school.

The local authority elective home education officer is xxxx and can be contacted at xxxxx

If you would like to discuss the matter further, please do not hesitate to contact YYYYYY

Yours sincerely,

Appendix 6

EHE letter template 2

Following confirmation from parent to EHE and RD and LA that child can be removed from roll)

Date

Parent

Address

Dear XXXXX,

We are sad to see that you still wish to pursue elective home education for xxxx child's name

We strongly advise against this but respect your right to take this course of action.

As a result, XXXXX child's name was/will be removed from the school roll on YYYY.

We wish xxxx child's name well and would be happy, at any time in the future, to discuss xxx's return to the school.

Yours sincerely,