Attendance and Punctuality Policy 2024-2025

Newman Catholic College
Everyone Counts
Everyone Contributes
Everyone Succeeds

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Committee:	Full Board
Intended Audience:	All

Approved by:		Full Board	Date:	
Last reviewed on:				
Next review due by:		Spring 2026		

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Glossary

HOY	Head of Year
HOD	Head of Department
AHT/SAC	Assistant Headteacher/Senior Attendance Champion
EWO	Educational Welfare Officer – professional who supports pupil attendance when it falls below 90%
EWS	Educational Welfare Service – Local Authority services that supports school attendance
TAC/TAF	Team Around the Child/ Team Around the Family – a meeting involving parents/carers and different professionals
MARF	Multi Agency Referral Form – Referral Form used to share information with other services in request for support, where concern exists around a pupil's welfare
CAF	Common Assessment Framework - a shared assessment and planning process for use across all children's services. It aims to help the early identification of children and young people's additional needs and provide a coordinated service through a Team Around the Family (TAF). Also known as Early Help.
PA	Persistent Absence – term used to describe a pupil's absence when it falls below 90%
PSM	Pastoral Support Manager- provide support and management for the year group they are responsible for.
SA	Severe Absence – terms used to describe a pupil's absence when it falls below 50%
EBSA	Emotionally Based School Avoidance – umbrella terms used to describe absence that relates to school-based anxiety and other mental health conditions that act as barrier to regular attendance for some children and young people.

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1. Aims and Principles

At Newman Catholic College we are committed to providing an education of the highest quality for all our pupils and endeavour to provide an environment where all pupils feel safe, valued and supported. For a child to reach their full educational achievement a high level of school attendance is essential.

The aims of the school's attendance policy are:

- To establish and maintain a high profile for attendance and punctuality so that pupils attend regularly and take full advantage of the education we provide in terms of academic and social development for our pupils..
- To make attendance and punctuality a priority for all those associated with the school including pupils, parents/carers, teachers and governors
- To ensure that the school's statutory obligations regarding the attendance of pupils at school are met and carried out in the most supportive and effective way.
- To provide support, advice and guidance on matters of attendance and punctuality to pupils, parents/carers and school staff
- To instil in our pupils' positive habits and routines relating to attendance and punctuality in preparation for life as an adult.
- Every child has a right to access the education to which he/she is entitled. Parents/carers and teachers share the responsibility for supporting and promoting excellent school attendance and punctuality for all and working together to remove any barriers to attendance and punctuality.
- The law relating to school attendance states in Section 7 of the Education Act 1996 that the parent of every child of compulsory age shall cause him/her to receive full time Education suitable:

a. to age, ability and aptitude and
b. to any special educational needs he/she may have either by regular attendance at school or otherwise.

- Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school

- It is our aim to consistently strive to achieve a goal of 100% attendance for all children and to fully support those who cannot due to identified barriers including those with chronic health needs and poor mental health.

- For our pupils to take full advantage of the educational opportunities offered it is vital that each pupil is at school, on time, every day the school is open unless the reason for the absence is unavoidable. The routines pupil's develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

Good attendance is important because:

- Pupils who attend school regularly are likely find learning more satisfying, engaging and fulfilling
- Statistical comparison of attendance and KS2 and KS4 outcomes show a direct link between positive academic outcomes and attendance above 95%
- Regular attendance supports positive mental health and wellbeing for the majority of pupils
- Pupils who attend regularly find school routines, expectations and relationships easier to manage and navigate.
- Regular attenders are more successful in transferring between primary school, secondary school and higher education, employment or training.
- For the most vulnerable pupils, regular attendance is also an important protective factor.

The Link between attendance, attainment, wellbeing and safety

- The research into attendance and attainment has shown that pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 41. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).

- For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a

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number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent)3 and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).

See appendix A - 'Everyday counts for infographic outlining attendance by days attended.

2. Promoting Excellent Attendance and Punctuality

At Newman Catholic College we believe that a core part of our business is ensuring that our school is somewhere that our pupils want to be, a calm, orderly, safe and supportive environment in which they are able to thrive and flourish both academically, socially and personally. At the heart of that safe and supportive environment are close and productive relationships with both parents/carers and pupils. In our efforts to nurture and maintain these relationships school staff will at all times treat pupils and parents/carers with dignity and respect.

In the first instance, when a pupil's attendance reaches a level of concern or risk we will support parents and carers by reaching out, notifying you of your child's level of absence and opening up communication to identify and address any in school barriers to attendance. There may of course be barriers beyond the school's direct control and in these circumstances we will support you in accessing external supports, services or organisations that may be able to help.

If absence continues to intensify , we will continue to work with pupils, their families and other relevant partners to ensure the right support is provided, this may be at an individual level and could include provisions such as mentoring, careers support, 1-2-1 tuition or alternative provision. If a wider, whole family response is more appropriate, it may include a voluntary early help assessment.

There may be circumstances where voluntary support has not been effective/and or has not been engaged with and support may need formalised. In these circumstances, conversations and communications are likely to be led by the school's senior attendance champion and could lead to further more formal interventions such as attendance contracts, penalty notices and in rare circumstances, where other alternatives have been exhausted, referrals for support from children's services or prosecutions.

As a school we are committed to the following statutory expectations of schools

- Recognise the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day to day life.
- Recognise that absence is a symptom and that improving pupil's attendance is part of improving the pupil's overall welfare.
- Recognise children missing education can act as a vital warning sign to a range of safeguarding issues
- Building strong relationships and working jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.
- Develop and maintain a whole school culture that promotes the benefits of high attendance. • Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners where a pupil's absence is at risk of becoming persistent or severe.
- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support.
- Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding.

3. Roles and Responsibilities

The Senior Attendance Champion

A member of the Senior Leadership Team will oversee, direct and co-ordinate the school's work in promoting regular and improved attendance and will ensure the Attendance Policy is consistently applied throughout the school. This person is also known as **'The Senior Attendance Champion".**

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The Senior Attendance Champion will set a clear vision for improving and maintaining good attendance, establish and maintain effective systems for tackling absence and make sure they are followed by all staff and have a strong grasp of absence data to focus the collective efforts of the school. It is an ongoing responsibility, and the Senior Attendance Champion will regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes.

They will work alongside Form Tutors, Heads of Year and the Attendance Team to ensure that attendance issues are identified at an early stage and that support is put in place to deal with any difficulties.

If absence is frequent or continuous, except where a child is clearly unwell, staff will discuss with parents/carers the need and reasons for their child's absence and will encourage them to keep absences to a minimum. **A note or explanation from a pupil"s home does not mean an absence becomes authorised.** The decision whether or not to authorise an absence will always rest with the school.

Pupils	● Attend every day unless they are ill or have an authorised absence ● Arrive in school on time ● Go to tutor time and lessons on time ● Take responsibility for registering on Inventory at school Reception Desk if they are late or are leaving the school site during school hours ● Provide evidence following absence or appointments.
Parents/Carers	● Inform the school on the first day of absence between 8.15 and 10am and all subsequent days, unless the school has indicated otherwise. ● Discuss with the Attendance team or Head of Year any planned absences well in advance ● Support the school in aiming for between 95%- 100% attendance each year for their child ● Make sure that any everyday absence is clearly accounted for calling 0208 955 9762 by 10am ● Avoid taking their child out of school for non-urgent medical or dental appointments ● Only request leave of absence if it is for an exceptional circumstance. ● Requests for authorised absence must be made in writing and sent to the Headteacher and should be made only for exceptional circumstances or other educational activities

All Staff	● Have an awareness and understanding of the benefits of good attendance and promote these in discussion with pupils
Class teachers	● Take registers promptly within the first 5 minutes of the lesson ● If pupils are late to lessons, mark them present with an L code and input number of minutes late. Also issue student with a behaviour point ● Notify parents when levels of absence are impacting on the progress of a pupil within their class, particularly exam groups. ● Support pupils with absence to engage with their learning once they are back in school
Form Tutors	● Ensure that all pupils are registered accurately each morning - registers taken at 8.55am ● Promote and recognise commendable attendance of pupils at all appropriate opportunities. Postcard's home. ● Liaise with the Head of Year and attendance leader on matters of attendance and punctuality. ● Meet with tutees who fall into the 'at risk' threshold of 90-93% attendance ● Identify and communicate any concerns or underlying problems that may account for a pupil's' absence ● Support pupils with absence to engage with their learning once they are back in school ● Monitor tutor groups overall attendance
Heads of Year	● Monitoring of Year Group overall attendance

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	● Promotion of good attendance and punctuality through assemblies and character curriculum ● Meet fortnightly with Attendance officer / EWO to identify at risk pupils, review improvements and next steps for those moving into new thresholds ● Identification and referral of pupils to school-based attendance interventions ● Raise and discuss pupils with falling attendance at half termly social inclusion meetings ● Initial pupil meetings and attendance success planning - 85-89% ● Meet with parent/carer – Attendance Support Plan -80-84% ● Support pupils and parents to overcome barriers to attendance, arrange meetings and signpost appropriate support.

Attendance Team	● Daily absent processes ● Keep all school register codes up to date ● Follow up unexplained absences and keep register codes updated – the correct absence code must be recorded within 5 working days of the session ● Collate all leave of absence request forms and inform parents of the school's decision to authorise or unauthorise absence via letter ● Collate interventions on absence, keeping a record of letters sent and penalty notices issued ● Producing and sharing absence and punctuality reports to be shared with Form Tutors/HOY/EWO/DHT ● Send out and log attendance and punctuality concern letters ● Weekly attendance monitoring and Persistent absence tracking ● Attendance Support Phone call to parents -85-89% ● Attending and supporting pupil meeting ● Organise and facilitate parent meetings ● Home visits with EWO ● Support EWO with SAP meetings
Assistant Headteacher responsible for attendance/Senior Attendance Champion	● Set a clear vision for improving and maintaining good attendance, establish and maintain effective systems for tackling absence and make sure they are followed by all staff ● Development, implementation, review and update of overall attendance strategy and policy. ● Discuss any specific concerns relating to attendance patterns/messages with SLT Wednesday briefing or SIF ● Parent attendance meetings ● Referral to external interventions and agencies ● Decision making with EWO/AO/PM re borough interventions and legal proceedings ● Monitoring and review of severe absence support ● Reporting of attendance data to school governors
Headteacher	● Overall responsibility for whole school attendance and absence ● Approves/Declines requests for leave of absence

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4. Recording Attendance and Punctuality

- Legally the register must be marked twice daily. This is once at the start of the school day at **8.40am** and again for the afternoon session at **2pm**.

- It is important that all pupils arrive on time at the beginning of the school day. The school day begins at **8.40am** and all pupils are expected to be in school at this time.

- In the morning at **8.40am**, Form Tutors are responsible for am registration and in the afternoon period 5 teachers for the pm registration at **2.05 pm**. It is the responsibility of class teachers to formally register pupils at the beginning of each lesson. At any time during the school day, staff should only mark pupils as present if they have physically seen them.

- If a pupil arrives after **9.am** the attendance will be registered as **L (*before register closes,** Form Tutors must also record the number of minutes late. This is also true of period 5 - pm registration at **2.05pm**. *Teacher to issue student with a late to lesson negative behaviour point

- If a pupil **registers after 9.30 am** they will be registered as **U (late after register closes)**, this counts as half a day absence and can significantly impact a pupil's attendance record.

- On-going and repeated lateness is considered as unauthorised absence. The school will request a meeting to discuss the reasons for persistent lateness and to support the pupil and their family in overcoming any barriers that may exist

- If lateness persists, parents, guardians or carers will be invited to attend the school to discuss the problem and offer support. If support is ineffective, or is declined and a child has 7 or more sessions marked as a **U code**, parents/carers will be subject to legal action and will be issued with a fine.

- Parents are urged to communicate any known medical appointments in advance and inform us of any exceptional events that might lead to their child arriving after the school am register had closed. If a pupil is late due to a medical appointment, he/she will receive an authorised absence **coded 'M'.**

- Parents/Carers are asked, where possible, to arrange doctors' and dentists' appointments outside of school hours or during school holidays.

- At Newman Catholic College pupils have a full tutor time programme which forms part of our character curriculum. This programme includes assembly, which is used for collective celebration and learning, as well as careers guidance, literacy and reading enrichment and structured discussion and pupil voice on issues related to pupil's personal and social development. This is a time when pupils are also given important notices and it is therefore vital this time is not missed due to lateness.

- Pupils must also be punctual and arrive on time to all lessons across the school day.

- If pupils miss the beginning of lessons, they risk missing important instructions and information relating to the topic of learning itself and/or an opportunity to review and revisit prior learning. Lateness also causes disruption to the learning of other pupils and will be **coded as L** with minute late recorded by class teachers. *Teacher to issue student with a late to lesson negative behaviour point

- Punctuality to lessons will be monitored, Form Tutors and Heads of Year will meet with pupils who are persistently late to lessons to understand the reasons why. Where pupils do not have justifiable reason and lateness persists, they will receive a detention and parents will be invited in to discuss this concern.

- If pupils are **late to school**, parents/carers will be notified and for pupils where this is becoming a pattern, they may be required to complete a **same day detention** for **20 minutes for a period of time**. This is typically held at the end of the school day but may also take place during a break or lunch time depending on staffing and operational needs. This applies to pupils from Year 7 through to Year 13.

- If pupils are late up to **three times** or more in **5 school days** Monday to Friday) they will be required to attend a **60 minute** with the Senior Leadership. This applies to pupils from Year 7 through to Year 13.

- Pupils found to have **truanted** a lesson will be required to complete a **60-minute next day detention on Wednesday** and persistent truancy will result in further meetings and discussions to identify the underlying reason and ensure appropriate consequences and support are in place to prevent further incidents. This applies to pupils from Year 7 through to Year 13.

5. School Absence Procedures

First Day Absence - A child not attending school is considered a safeguarding matter. This is why information about the cause of any absence is always required, our intention is not to interrogate parents and carers but they should be aware that this information will be requested until suitable information is provided.

If a pupil is absent, parents and carers must:

• Contact the school on the morning of the first day of absence by **8.30am.** Information received via phone/email is used to update the registers to ensure we have a clear picture of known absences.

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• In the case of illness and other absences, Parents/Carers are asked to call on the morning of each day of absence, unless they have provided medical note/evidence which states the number of days which the pupil will need for recovery.

If a pupil is absent and we have not been notified by parents or carers, then we will:

First Day of Absence

- N code the register - illustrating that a pupil is absent with no reason provided
- Send a message communication, informing you that your child is not present in school according to the registers.
- Follow up with a telephone call and further text to parents/carers; this is because we have a duty to ensure a pupil's safety as well as their regular school attendance.
- Continue to contact parents/carers so that the absence is explained and the N code can be replaced with a suitable code.

Third Day Absence

- If your child is not seen and contact has not been established with you or any of the named parent/carers after three days of absence the school will start a Child Missing in Education enquiries and we will contact emergency contacts, known friends and wider family to see if they are able to help us locate you and explain the ongoing absence, and lack of communication.

Fifth Day Absence

- If contact has not been established then as a school, we may carry out a home visit and welfare check, this will involve two staff members which may include a member of the attendance team, the school EWO, HOY or our school Safety Officer.

Tenth Day Absence - Child Missing in Education referral will be completed and sent

- The school has a legal duty to report the absence of any pupil who is absent without an explanation for 10 consecutive days.

- If the child has not been seen and/or contact has not been established with the named parent/carer then the Local Authority is notified that the child is 'at risk of missing' his/her education. Children's Services Staff will visit the last known address and alert key services to locate the child. Parents/carers have a responsibility to ensure their contact details are up to date.

Twentieth Day Absence

- If a pupil has been absent from school for 20 consecutive days and this absence is unauthorised by school, the pupil may be removed from the school roll. Parents/Carers wishing to readmit their child would be required to do so through the Local Authority school admissions process.

Recording the Reasons for Absence

In the case of unexplained absences, our school attendance team will continue to make contact with parents/carers to establish the cause of their child's absence. Where absence is recorded as unexplained in the attendance register, the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.

The school attendance team will use the most accurate statutory code (**appendix B**)

6. Children Missing in Education

- As described above in our absence procedures, where a pupil is absent and there has been no contact with the school the Education Welfare Officer will be notified and a home visit may be undertaken. If a parent/carer cannot be contacted they will be reported as missing to the home Local Authority where they live.
- All absences of 10 days or more without contact will deem the pupil missing and an alert will go to the CME (Children Missing Education) team at the Local Authority.

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- All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.
- A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.
- In line with Government attendance and safeguarding guidance, the school has policies, procedures and responses to identify and protect any child who may go missing from education, particularly on repeat occasions.
- Through training staff are taught to stay alert to signs to look out for and the individual triggers to be aware of when considering the risks of non-attendance and potential safeguarding concerns, such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

https://www.gov.uk/government/publications/children-missing-education

School Admissions

- The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupils will attend the school.
- If a pupil fails to attend on the agreed or notified date, the school will notify the local authority at the earliest opportunity to prevent the child from going missing from education.
- The school understands that it is important that the admission register is accurate and kept up to date. We will regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

· the full name of the parent/carer with whom the pupil will live; this will need to be verified with the local authority

· the new address; and

· the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupils first attended or is due to start attending that school.

- Schools are required to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

- Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

- A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children missing education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register**,** the school must and will provide the local authority with:

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· the full name of the pupil;

· the full name and address of any parent with whom the pupil lives;

· at least one telephone number of the parent with whom the pupil lives;

· the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;

· the name of pupil's destination school and the pupil's expected start date there, if applicable; and

· the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

- Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. The school will also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

- It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

- The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority-maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

- The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, the school will contact the local authority who will be able to search the database.

This guidance forms part of the school's Child Protection and Safeguarding policy.

7. Authorised and Unauthorised Absence

Pupils are expected to attend school every day for the entire duration of the academic year, unless there is an exceptional reason for the absence. There are two main categories of absences:

Authorised Absence

Authorised absence describes circumstances where the school has accepted the explanation offered as satisfactory justification for the absence, or given approval in advance for such an absence.

The school can grant a leave of absence in the following circumstances, pupils are

- Taking part in a regulated performance or employment abroad: in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA). (For full details please see **Code C1**)
- Attending an interview: for entry into another educational institution or for future employment where requested in advance by a parent the pupil normally lives with.
- Study leave: for public examinations, as agreed in advance with a parent the pupil normally lives with. Please note this does not include any internal examinations such as mocks as study leave should not be granted in such cases.
- A temporary, time-limited part-time timetable: where the pupil is of compulsory school age, both the parent who the pupil normally lives with and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable.
- Medical/dental appointments may be authorised but should be made outside of school hours wherever possible. The school may request to see evidence of appointment cards/texts and may refuse to authorise the absence if appointments are frequently made during the school day and it is impacting a pupil's overall attendance.

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There may also be cases of **exceptional circumstances and special considerations** such as

- when a pupil is absent as a result of illness and an acceptable explanation has been received. If a pupils attendance falls below 90% and absence due to illness is sporadic or follows a pattern the school may refuse to authorise further illness where medical evidence is not provided.
- Religious Observance subject to a maximum number of **3 days per academic year**. Pilgrimages (for example, Lourdes, Mecca, Rome or Jerusalem) are not considered to be religious observance that require absence during term time.
- when a pupil has been excluded from school
- Sudden loss of housing through eviction or domestic violence, up to a maximum of 3 days
- It is recognised that parents/carers may need to attend to sick relatives or funerals abroad and children and families need time to grieve. This must be balanced with the knowledge that children with prolonged absences find it harder to return and settle. With this in mind, the Local authority recommends a maximum of 3 days leave is acceptable.
- In these cases, as with others involving travel abroad, schools can and will request evidence of outbound and return bookings/tickets. In cases when this is refused the school may pursue a fixed penalty fine.
- Serious illness of a close relative. The Local Authority feels that such a circumstance is difficult to define and therefore is open to exploitation. In principle, leave will not be granted unless the Headteacher is convinced that the circumstances are truly exceptional.
- Prison Visits Most visits can be achieved during weekends and holidays, but there may be exceptions for individual cases for example when distance is a factor.
- **Leave for attendance at weddings will not generally be granted**, however, the Headteacher may consider them on a case-by-case basis and may allow up to one day's leave in exceptional circumstances when convinced that the wedding could not have been held outside of term time or the school day.
- Leave of absence will not be granted for pupils to take part in protest activity during school hours.

- **Education off Site**

  As well as the above leaves of absence, all schools can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings:
  - To attend an offsite approved educational activity. (Code B)
  - To attend another school at which the pupil is registered (dual-registration- Code D)
  - To attend provision arranged by the local authority. e.g. alternative provision or as part of an education, health and care plan. (Code K)
  - To participate in an approved sporting activity. (Code P)
  - To attend an educational visit or trip arranged by the school. (Code V)
  - To attend work experience. (Code W)

As these circumstances are part of delivering a full time education they are not classified as absences for statistical purposes.

- **Unauthorised Absence**

  Unauthorised absence occurs when the school has not received a reason for absence or has not approved a child's leave of absence from school after a parent's request. This includes:

  - parents giving their children permission to be off school unnecessarily such as for shopping, birthdays, to look after siblings
  -truancy before or during the school day
  -absences which have not been explained.
  -sporadic and frequent illness where medical evidence is not provided

  The school can, if needed, change an authorised absence to an unauthorised absence and vice versa if new information is presented. Any changes will be communicated to parents/carers. An example of this would be where a parent states a child is unwell but on return to school there is evidence that he/she has been on holiday.

  Please see **appendix B** for overview of codes used to identify authorised and unauthorised absence on school registers.

8. Persistent and Severe Absence

- If a pupil misses **10%** (equivalent to 3 weeks in a year) or more schooling across the school year (or if attendance drops below 90% over a number of weeks) for whatever reason they are defined as a **persistent absentee.**

- Whether this absence is authorised or unauthorised the school will put into place a number of measures and supports to encourage a pupil's attendance to improve. These measures include but are not limited to

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-Daily, Weekly and longer-term monitoring of attendance data to identify individuals and groups where patterns of attendance indicate a cause for concern and further analysis.

-Letters of concern and offers of support. The first being an early intervention and support letter when a pupil's attendance falls between 93-91% and who are therefore at risk of becoming persistently absent due to further absences.

This is to ensure that parents are aware that their child is at risk of falling into persistent absenteeism and are aware of the impact this may have on their academic and social development.

-Phone calls and discussions with parents to identify possible barriers and find solutions

-Meetings between pupils and key pastoral staff to plan out an attendance success action plan

-Attendance interventions and mentoring

-Referrals for support to the Educational Welfare officer and other appropriate partners and services

Please see appendix D for the school's attendance thresholds.

- If a pupil's attendance falls below **50%** their absence is considered to be severe. The school will work closely with parents to support pupils who may have identified barriers such as poor mental health or a diagnosed chronic health condition.
- Where a pupil has a chronic health condition the school may request updated medical evidence from a health professional at the beginning of each academic year or at appropriate timescales as advised by professionals.
- In line with Government guidance the school will consider whether a referral to children's services is necessary and will consider whether the pupil requires an Educational Health Care Plan.

  The school will further support pupils and parents/carers by

  - hold regular meetings with parents and relevant professionals where appropriate
  - following the advice of the school's policy for *Children Who Cannot Attend because of Health Needs.*
  - considering an interim reduced timetable or flexi school arrangement
  - consider a referral to the Local Authority for medical home tuition support

9. Support for pupils not attending school regularly

- The school understands that often when pupils are not attending school regularly, there are complex and varied reasons that are acting as a barrier between that young person and their education.

- The school is committed to working with parents/carers and professionals in a child centred way to support those pupil's and their families, with the overall aim of helping that young person to engage with and access the education that they are entitled to.
- Children are sometimes reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter, and may make things worse.
- Young people are often reluctant to attend if friendships have broken down or if they feel there is an issue with a specific lesson/subject. In both of these scenarios, parents/carers are asked to contact their child's Form Tutor and Head of Year to discuss the issues and find a solution to the matter that supports their child feeling happy and safe to return to school. **It would not be appropriate for a parent to prevent their child attending school or allow their absence whilst the issue is resolved.**

In all cases, schools and local authorities are expected to make patterns of both persistent and severe absence a focus of their regular data monitoring and identify pupils and cohorts who need targeted attendance support as quickly as possible. Both persistent and severe absence is central to our strategy for improving attendance.

Attendance is everyone's business so in many of the cases described above, schools will not be able to fully support a pupil without the assistance of a range of other agencies.

Therefore in discussion with pupils, parents/carers we may:

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- Make use of school nursing services and mental health support teams where they are available.
- Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals.
- Where external support is provided, work together with those services to deliver any subsequent support.

Emotionally Based School Avoidance

- Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school.

- Anxiety has also been identified as a key feature of EBSA. Although a certain level of anxiety is considered a normal and natural part of growing up, some young people may experience heightened levels of anxiety which impact on their functioning and school experiences.

- When the school has identified or been made aware that the reason for a pupil's absence is linked to their mental health, the school will adopt a graduated approach and implement a **school support plan for attendance and wellbeing.**

- **Assess** - School will work with parents/carers and the young person to assess their needs and identify any specific circumstances that act as a trigger for any school based or related anxiety. This may be done through the use of questionnaires, discussion with a trusted adult or a more formal assessment with an educational psychologist or appropriate professional.

- **Plan** - A trusted adult in school will work with the pupil and their parents/carers to build a school safety plan or a return to school plan which identifies desired outcomes and the key provisions that will be put into place to support the pupil within and beyond school. It may be that the school, in agreement with parents/carers, with the input and recommendation from medical professionals, arranges a reduced timetable as a short-term measure.

- **Do** - Provisions and support will be put into place as soon as possible. The school asks that parents and carers have made an appointment to see their GP to share the concerns relating to their child's mental health and where necessary school and the GP can make referrals to other relevant professional

- **Review** - Regular reviews of the support plan, wellbeing and attendance will take place, at least every half term. Where pupils are finding it very difficult to attend school, we will arrange at regular intervals to complete a supportive home visit or remote meeting to complete check ins. This is to also support the safeguarding of our pupils where we may not be able to check on their welfare for long periods.

Pupils with special educational needs, chronic health needs and medical conditions

- Please see the school's policy **'Children with health needs that cannot attend school'** for detailed guidance on the steps the school will take in supporting pupils in this regard. Below is a summary of the key details.

- Where it is appropriate and possible for a pupil with health to attend school but their attendance is impacted by their health, the school will adopt the same **graduated approach** as described above**,** and will work with that pupil and their parents and carers to put into place a suitable **school support plan** for wellbeing and attendance.

- However, it may be the case that a young person is unable to attend at all for a period of time, or is absent for long periods due to their health needs and the advice of medical professionals. The Local Authority is responsible for arranging suitable full-time education for pupils who cannot attend school because of health problems, and would not otherwise receive a suitable full-time education.

- As a school we will notify the LA when it is clear that the child will be away from school for 15 days or more due to their health needs, whether that be consecutive or cumulative.

- The law does not define full-time education but children with health needs should have provision which is equivalent to the education they would receive in school. If they receive one-to-one tuition, for example, the hours of face-to-face provision could be fewer as the provision is more concentrated.

- In discussion with pupils, parents/carers and professionals the school may complete a referral to Brent for medical home tuition, for one-to-one support in the home for a period of time. The school will be included in regular updates as to the

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pupil's progress and wellbeing. A school reintegration plan is put into place, to support transition back into school, when the young person is well enough to return.

- The school will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

- If the child has an education health and care plan, we will communicate with the local authority where a pupil's attendance falls or they become aware of barriers to attendance that relate to the pupil's needs. Where possible we will agree to adjustments to our policies and practices that are consistent with the special educational provision set out in the education health and care plan in collaboration with parents/carers. We will, where needed, work with the local authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.

10. Request for Leave of absence

- The Government published updated attendance guidance 'Working together to improve school attendance' in May 2022 (https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)

- The guidance states that ''Parents should plan their holidays around school breaks and avoid seeking permission from schools to take their children out of school during term time unless it is absolutely unavoidable.

- An application for leave of absence should (and from certain schools must) not be granted unless it is made in advance by a parent the pupil normally lives with and the school is satisfied that there are exceptional circumstances based on the individual facts and circumstance of the case which justify the leave. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. **A leave of absence is granted entirely at the Headteacher's discretion**.''

- Therefore, Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. It is important to note that the Headteacher can determine the length of the authorised absence as well as whether the absence is authorised at all. The fundamental principles for defining 'exceptional' are rare, significant, or unavoidable which means the event could not reasonably be scheduled at another time. There are no rules on this as circumstances vary from school to school and family to family. There is, however, no legal entitlement for time off in school to go on holiday.

- Parents/Carers wishing to apply for leave of absence need to write to the Headteacher in advance and before making any travel arrangements. If term time leave is taken without prior permission from the school, the absence will be unauthorised and is very likely to incur a penalty notice fine.

If you wish to take your child out of school during term time, please complete the school absence request form at least 15 school working days in advance where possible. This can be requested via this email Attendance@ncc.brent.sch.uk

Each request form is completed on an individual basis by the Headteacher. The Headteacher's decision will be communicated to you in writing.

Important notes for parents/carers requesting absence:

- We are unlikely to authorise absence in normal circumstances
- It is important that you request absence well in advance so we have time to prepare our decision
- Please take careful note that we must inform Brent Local Authority if you meet the thresholds for a Penalty Notice Fine
- The school is obliged to investigate any absence and will follow up on any intelligence gained that may contradict the information shared by parents. At this stage we would amend registration codes to reflect what we believe to be an accurate reflection of the reason for school absence

11. Study Leave

- Study leave is not an entitlement for pupils and as a school we believe that a pupil's needs are best met if they attend school every day in the period leading up to examinations.

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- No study leave will be granted therefore, and pupils will be expected to attend school in the usual way. A bespoke timetable will be provided for our Year 11 pupils to ensure they get the most from this revision period for their June GCSE examinations.
- Pupils who do not attend school in advance of exams without evidence of other exceptional circumstance or illness will have their absence marked as unauthorised and this may lead to further processes.

12. Newman Catholic College Sixth Form Attendance

- This attendance policy applies to all pupils who attend Newman Catholic College from Year 7 until Year 13. Although specific arrangements are in place for pupils in Year 13 to complete some of their timetable as home study, all pupils are expected to attend school on time, every day in line with their published and agreed timetable.
- Pupils of post-statutory school age may have their school place withdrawn if they do not comply with their contract which outlines attendance and punctuality expectations.
- In the first instance a meeting with parent/carer will be held to discuss support strategies. Should all attempts fail a pupil's place may be withdrawn for breach of the school/pupil contract.

13. Formal and Legal Interventions

Where attempts at joint working and voluntary support between partners to improve attendance have not been engaged with or successful, and no justifiable reason for absence has been identified, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts.

Once all reasonable avenues have been exhausted, the school and Local Authority may take the decision to enforce it through more formal procedures and/or the prosecution of parents/carers.

Decisions will be made on an individual case by case basis but the school is committed to making use of the full range of legal interventions rather than relying solely on penalty notices or prosecution. Below is a summary of the formal and legal interventions that may be used to improve school attendance prior as an alternative to prosecution.

a) Attendance Contracts

A written agreement between a parent and either the school (with the exception of independent schools and non-maintained special schools) or local authority to address irregular attendance at school or alternative provision. An attendance contract is not legally binding but allows a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate.

An attendance contract is not a punitive tool, it is intended to provide support and offer an alternative to prosecution. Parents cannot be compelled to enter an attendance contract, and they cannot be agreed in a parent's absence.

There is no obligation on the school or local authority to offer an attendance contract, and it may not be appropriate in every instance, but an attendance contract should always be explored before moving forward to an education supervision order or prosecution

b) Education Supervision Orders (ESO's)

Where a voluntary early help plan, or formal attendance contract has not been successful, an Education Supervision Order (ESO) can be a useful alternative to provide formal legal intervention without criminal prosecution. In deciding whether to progress to an ESO, the school and local authority should have exhausted voluntary support and be clear that making the order would be beneficial for the pupil and parent.

Where safeguarding concerns exist, the lead practitioner should also discuss with the school's designated safeguarding lead and children's social care services and agree an ESO would be a more suitable option than a s.17 (Children in Need) or s.47 (Child Protection) plan. In all cases, local authorities must fully consider using an ESO before moving forward to prosecution.

An ESO places a child or young person under the supervision of the Local Authority for a prolonged period and empowers the supervising officer to direct parents and children in matters relating to school attendance. These are implemented under the Children Act 1989.

c) Notices to improve

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A Notice to Improve is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent or have not worked, a Notice to Improve should usually be sent to give parents a final chance to engage in support.

A Notice to Improve does not need to be issued in cases where support is not appropriate and an authorised officer can choose not to use one in any case, including cases where support is appropriate but they do not expect a Notice to Improve would have any behavioural impact (e.g. because the parent has already received one for a similar offence).

d) **Penalty Notices**

Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered or, in certain cases, at a place where alternative provision is provided.

Penalty notices can be used by all schools (with the exception of independent schools) where the pupil's absence has been recorded with one or more of the unauthorised codes and that absence(s) constitutes an offence. A penalty notice can be issued to each parent liable for the offence or offences. They should usually only be issued to the parent or parents who have allowed the absence (regardless of which parent has applied for a leave of absence).

Penalty notices are intended to prevent the need for court action and should only be used where it is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time)

National threshold when it is appropriate to issue a penalty notice

In line with statutory guidance, as a school we do not operate a blanket position of issuing or not issuing penalty notices and we make judgements on each individual case.

The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks).

These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

Only 2 penalty notices can be issued to the same parent in respect of the same child within a 3 year rolling period and any second notice within that period is charged at a higher rate:

- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.
- A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first.

In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.

There is no right of appeal against the issuing of a Penalty Notice.

14. Attendance Prosecutions

If a child of compulsory school age fails to attend regularly at a school at which they are registered, or at a place where alternative provision is provided for them, their parents may be guilty of an offence and can be prosecuted by the local authority.

Prosecution in the Magistrates Court is the last resort where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case. Where it is decided to pursue prosecution, only local authorities can prosecute parents.

Any prosecution case must be laid before the Court within 6 months of the alleged offence. Parents should be prosecuted by the local authority for the area where the pupil attends school or that has made the alternative provision and the case should be heard in the Magistrates Court for the same area

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Parenting Orders are imposed by the court and parent's agreement is not required before an order is made.
The order requires a parent to comply with the arrangements specified in the order by the Court which can include a requirement for parents to attend counselling or guidance sessions (e.g. parenting education or parenting support classes) where they will receive help and support to enable them to improve their child's attendance for up to 3 months.

The Educational Welfare Service initiates legal proceedings on behalf of the London Borough of Brent, only Local Authorities have the power to prosecute parents/carers and must consider the Attorney General's guidelines for Crown Prosecutors in all prosecutions.

Any breach of the order could lead to a fine of up to level 3 (£1,000).

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As well as its partnership with Brent Education Welfare Service, Newman Catholic College The service provides the school with a Educational Welfare Officer who works with the attendance team, Heads of Year and the Assistant Headteacher to support the implementation of the school Attendance policy and strategy. This also involves communicating with parents and carers, facilitating meetings and carrying out home visits.

16. Monitoring of Attendance Data

The school monitors attendance and absence at a Individual level, whole school level and by groups using Bromcom MIS and the Department of Education which compares school's locally and nationally. This monitoring and comparison are used to inform school evaluation, improvement strategy and intervention for key groups and individuals.

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Appendix A 'Every Day Counts - Attendance % by Days attended, Punctuality by Learning Time Lost

'Every Day Counts, Every Minute Counts'

''Being a few minutes late doesn't matter, does it?" How much learning could you be losing?	
5 minutes late each day	3 days of potential learning lost
10 minutes late each day	6.5 days of potential learning lost
15 minutes late each day	10 days of potential learning lost
20 minutes late each day	13 days of potential learning lost
30 minutes late each day	19 days of potential learning lost



0 days absence	100%	Superb
2 days absence a year	99%	Excellent
5 days absence a year	97%	Good
10 days absence a year	95%	Strive for 5 ↑
20 days absence a year	90%	Step up to 10 ↑
30 days absence a year	85%	Fight for 15 ↑

School Target

Support

Worried about attendance or punctuality? What's in the way?
We are here to listen and help!

If there are any barriers getting in the way of good attendance, you can contact

Your PSM, Form Tutor, Head of Year, Attendance Team

Designated Safeguarding Lead, Senior Attendance Champion

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Appendix B DFE Attendance Codes

Present in School or an approved off-site educational activity	
/ \	Present in School – am and pm registration
L	L Code = The pupil was absent when the register started being taken but arrives before the register is closed
K	Code K = The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for educational provision arranged by a **local authority**
B	Code B = off-site educational activity, approved by the school
D	Code D = dual registered - at another educational establishment
J	Code J = at an interview with prospective employers, or another educational establishment
P	Code P = participating in a supervised sporting activity
V	Code V = educational visit or trip
W	Code W = work experience
Authorised Absence for School or Unavoidable Circumstances	
C	Code C = Leave of absence authorised by the school, exceptional circumstances
C1	Code C1= Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	Code C2 = Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Code E = Excluded but no alternative provision made
H	Code H = Holiday authorised by the school
I	Code I = Illness (not medical or dental appointments)
J1	Code J1 = Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
M	Code M = Medical or dental appointments
Q	Code Q = Unable to attend the school because of a lack of access arrangements
R	Code R = Religious observance
S	Code S = Study leave
T	Code T = Parent travelling for occupational purposes
X	Code X = Not required to be in school, used to record sessions that non-compulsory school age children are not expected to attend.
Y1	Code Y1 = Unable to attend due to transport normally provided not being available

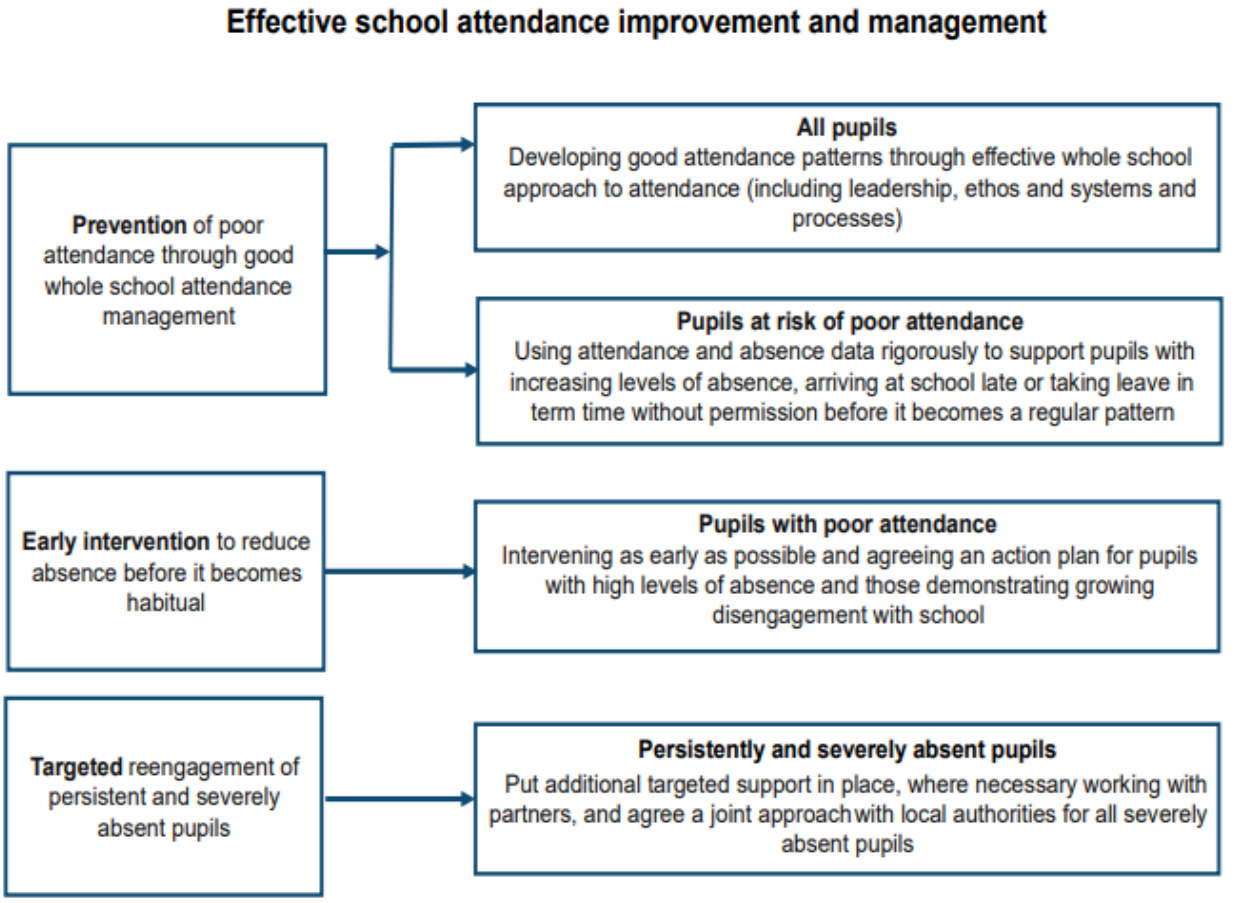
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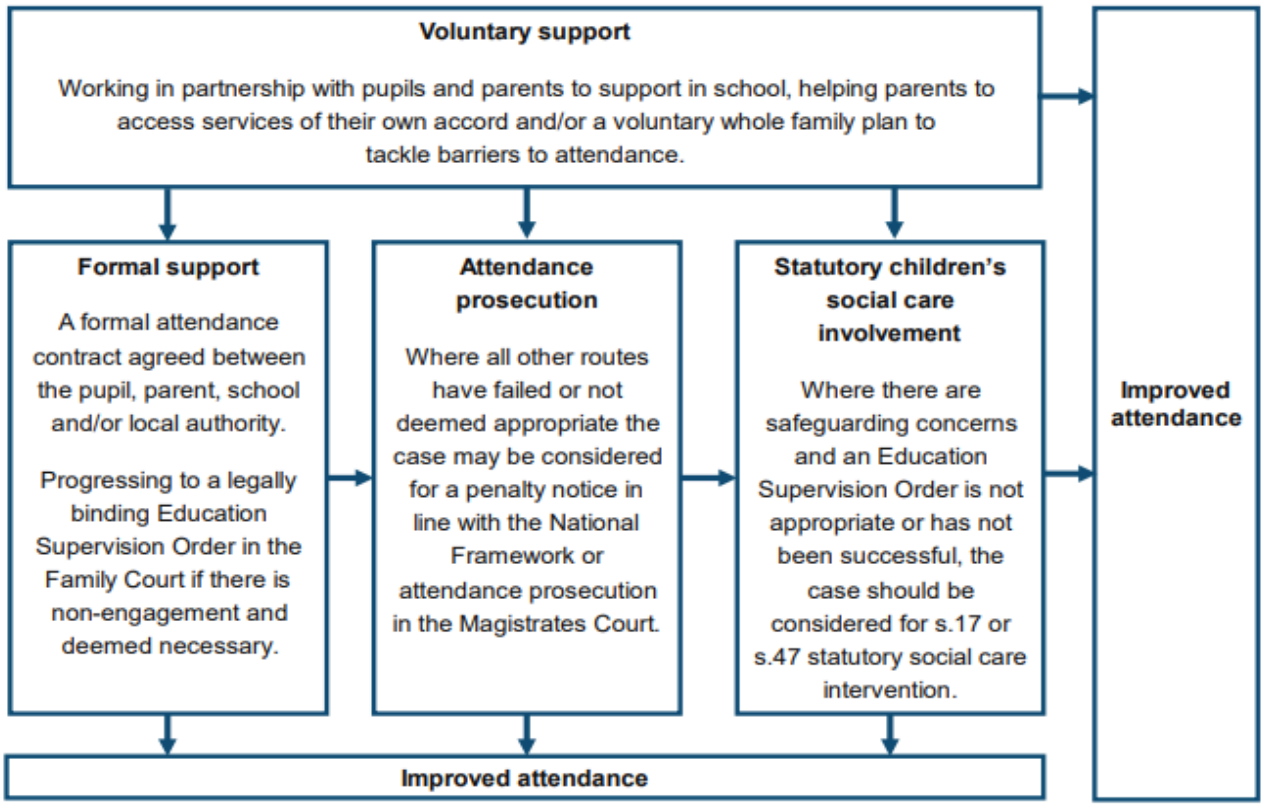
Y2	Code Y2= Unable to attend due to widespread disruption to travel
Y3	Code Y3 = Unable to attend due to part of the school premises being closed
Y4	Code Y4 = Unable to attend due to the whole school site being unexpectedly closed e.g. Weather
Y5	Code Y5 =Unable to attend as pupil is in criminal justice detention
Y6	Code Y6 = Unable to attend in accordance with public health guidance or law
Y7	Code Y7 = Unable to attend because of any other unavoidable cause. Schools must also record the nature of the unavoidable cause
Z	Code Z = Pupil not on admission register yet
#	Code #: planned whole or partial school closure

Unauthorised Absence	
U	U Code = Late to school after the register close (present but half a days absence)
G	Code G = Holiday not authorised by the school or in excess of the period determined by the head teacher.
O	Code O = Absent from school without authorisation or unknown circumstances
N	Code N: reason for absence not yet established, the correct absence code should be entered as soon as the reason is ascertained, but no more than 5 school days after the session

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Appendix C 'Effective school attendance improvement and management'





Appendix D Newman Catholic College Attendance Strategy and Support Thresholds

Universal All Pupils 96-100%	Promotion of good attendance and punctuality through assemblies and character curriculum Certificates and recognition for those with commendable attendance – (97-100%, improved attendance and resilience) Parent Information and Communication Displays	**Tier 1** Promotion of good attendance/ Identification of 'at risk'
Early Intervention 90-95%	Early 'at risk' notification Letters Pupil discussion with Form Tutors and Phone Calls Identification of barriers Early Intervention Group Sessions HOY Monitoring and Check In	
Persistent Absence 1 PA1 85-89%	Pupil needs and support discussed at Social Inclusion Meeting HOY/PSM Phone Calls Referral for support internally, consideration of mentoring, careers intervention, etc Parent/Carer Meeting -CAF/Early Help Referral Pupil attendance success meeting with HOY if available/Attendance Officer Absence unauthorised unless evidenced PA Notification Letter	**Tier 2 –** Targeted Support
Persistent Absence 2 PA 2 80-84%	Meeting with Parent/Carer, review of support Explore barriers CAF/Early Help Referral Referral for support internal and external services Home Visit EWO	
Persistent Absence 3 PA 3 61-79%	Continued support where evidence of needs and communication present Referral for further support and action from EWS where evidence and communication not present. This may result in formal and legal intervention if all voluntary support not engaged with Fixed Penalty Notice Parenting Contract Education Supervision Orders	**Tier 3 -** Specialist/ Multiagency
WH Severe Absence Below 60%	Next Steps discussed with parent/carer and professionals EHCP considered Referral to Children's services considered Medical Home tuition Explored Online/alternative provision support considered	

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N.B Actions at each stage are a summary, the support and intervention taken is considered on a case by case basis. This table serves as a summary and example and not an exhaustive list of definite actions at this stage.

Appendix E Summary of school duties to analyse and share attendance data

'As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them. To achieve this all schools are expected to:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families. This should go beyond headline attendance percentages and should look at individual pupils, cohorts and year groups (including their punctuality) across the school to help schools achieve their responsibilities under the Public Sector Equality Duty. When analysing patterns, some schools, especially secondary schools, may wish to look further into patterns of attendance within a session to ensure all pupils are attending all timetabled lessons.

- Use this analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

- Undertake frequent individual level analysis to identify the pupils who need support and focus staff efforts on developing targeted actions for those cases. This should not just focus on persistent and severe absence, but look at all severities of absence to identify pupils who can be supported earlier before patterns become entrenched.

- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.

- Benchmark their attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.

- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers.

- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate approaches or inform future strategies.

- Provide data and reports to support the work of the board or governing body.

- Schools of all types, local authorities and other local partners should work jointly and share data on individual cases where it is of benefit to the pupil (e.g. health services where there are medical conditions or the police where there are extra-familial harms).

- Local authorities and schools (of all types) are expected to have regular Targeting Support Meetings.

- Further, to facilitate timely collaborative working across partners, all schools are also legally required to share information from their registers with the local authority.

- As a minimum this includes:

  New Pupil and Deletion returns: notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times. For full details see paragraphs 211 and 219.
  Attendance returns: providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U). Local authorities must agree the frequency that attendance returns are to be provided with all schools in their area. This should be no less frequently than once per calendar month.
  Sickness returns: providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness. Only one sickness return is required for a continuous period of sickness in a school year. This is to help the school and local authority to agree any provision needed to ensure continuity of education for pupils. '

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Appendix F Attendance Standard Operating Procedures

Newman Catholic College
Everyone Counts
Everyone Contributes
Everyone Succeeds

Attendance Standard Operating Procedures

All Staff
- Promote a culture of good attendance
- Take registers accurately and promptly at all times
- Communicating the positive benefits of excellent attendance.
- Share and record concerns regarding lesson attendance and punctuality
- Record lateness to lesson including minutes late.

EWO
- Fortnightly meeting with HOY/Attendance Officer
- Lead SAP meetings - PA2
- Home visits -PA2

Decision making and actioning PCN/Legal proceedings - PA3
- Discussion and advice for pupils with SA

Attendance Officer
- Daily processes
- Producing and sharing absence and punctuality reports
- Send concern letters - El ½ Concern letters - El
- Fortnightly attendance meetings with HOY/EWO
- Weekly attendance monitoring and PA tracking
- U code concern letters - El/PA1
- Phone call to parents -PA1
- Attending and supporting pupil meeting -PA1
- Organise parent meetings -PA2:
- Home visits with EVO - PA2
- Support EWO with SAP meetings -PA2

Form Tutors
- Monitor tutor groups overall attendance
- Praise and postcards for good and improved attendance and punctuality -Universal
- Initial supportive conversations with pupils who are 'at risk"
- Early identification of any barriers to attendance for individual pupils PA1
- Raise/flag concerns to HOY/Safeguarding

Senior Attendance Champion/ Safeguarding
- Development, review and update overall attendance strategy and policy.
- Lead universal element of strategy -U
- Discuss any specific concerns relating to attendance patterns/messages with HOY Friday briefing.
- Parent attendance meetings -PA2
- Referral to external interventions - PA2
- Decision making with EWO/AO/PM re borough interventions and legal proceedings -PA3
- Development, implementation of Sever absence support and process – SA

HOY
- Monitoring of Year Group overall attendance -Universal
- Promotion of good attendance and punctuality through assemblies

punctuality - Universal

and character curriculum
- 100% Certificates half termly - awarded at achievement assemblies
- Meet fortnightly with Attendance officer and EWO to identify at risk pupils, review improvements and next steps for those moving into new thresholds- EI/PA
- Referral to school based attendance interventions- El
- Raise and discuss pupils at half termly social inclusion meetings –Pal
- Initial pupil meetings and attendance success planning - PA1
- Meet with parent/carer - Attendance Support Plan - PA2

Pastoral Manager
- support discussion and decision making at Si meeting - PAL
- Referral to external

Intervention - PA1

Share relevant SG information that may be impacting attendance