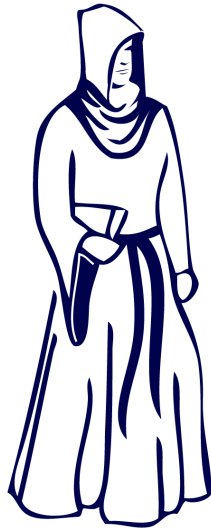




Attendance Policy



MONK'S WALK SCHOOL

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Introduction

1.1 Mission statement

We believe that children cannot learn if they are absent from school. Therefore, we aim to ensure that all our children and young people take full advantage of the educational opportunities available to them and will strive to raise standards by promoting the regular attendance and punctuality of our pupils. We believe the foundation of securing good attendance is that our school is a calm, orderly, safe, and supportive environment where our pupils will want to be and are keen and ready to learn.

1.2 Aims

This document describes Monk's Walk School's policy for attendance. Monk's Walk School believes that regular and punctual attendance significantly contributes to educational achievement.

The overall aim of the Monk's Walk School Attendance Policy is to maximise student attendance in a manner consistent with educational achievement for all students within the school. The specific aims of the policy are:

- To encourage all students to achieve excellent attendance throughout the school year.
- To continue to improve attendance rates for all students.
- To raise achievement by improving attendance.
- To demonstrate that improving attendance is everyone's business and embed a 'support first' approach.
- To develop and maintain a whole school culture that promotes the benefits of good attendance and is an integral part of the school's ethos.
- To work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships.

1.3 Objectives

The objectives of the policy for attendance are:

- To ensure that students are aware of the need for excellent attendance and understand the link between attendance and achievement.
- To ensure that students and parents support the school in promoting excellent attendance.
- To ensure that parents and students are clear about the legal requirements in relation to attendance at school.
- To ensure that staff support students in promoting excellent attendance by following the procedures in this policy.
- To acknowledge and reward excellent and significantly improved attendance.
- To monitor attendance effectively.
- To meet the attendance target of keeping attendance above the National level for schools of a similar context.

1.4 This document

The following sections of this document cover:

- **Responsibilities**, the respective responsibilities of the various parties who are responsible for and influence attendance.
- **Attendance**, definitions of what constitutes authorised and unauthorised attendance.
- **Registration and notification of absence**, the processes for registration and absence notification.

Responsibilities

A shared responsibility for maintaining good attendance.

2.1 A Shared Responsibility

Responsibility for attendance is shared by:

- Students
- Parents
- Subject Teachers
- Form Tutors
- Heads of Department
- Heads of Year
- The Attendance Officer
- School family workers
- The Local Authority Attendance officer (LAAO)
- The SLT Link for each year group
- The Deputy Headteacher (*Students*)
- The Headteacher
- Trustees

2.2 Students will:

- Attend school every day, and arrive on time to school.
- Attend all lessons and arrive on time to lessons.
- Ask the teacher for catch up work if they have been absent, and make sure it is completed.
- Access work via Teams or join live lessons if well enough to do so.
- Know their current attendance percentage and continually aim to improve it.

2.3 Parents/Carers will:

Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school.

Parents whose children are registered at a school are responsible for ensuring that their children attend and stay at school every day school is open.

Parents are responsible for:

- Ensuring that their children are punctual and know the importance of good attendance.
- instilling in their children an appreciation of the importance of attending school regularly.
- Impressing upon their children the need to observe the school's behaviour and attendance policies.
- Informing the school on the first day of absence, by 8.30am at the latest on the 24 hour attendance hotline 01707 322846 Ext.1 or attendance email attendance@monkswalk.herts.sch.uk.
- Providing the school with an explanation for the absence.
- Informing the school of any changes to their contact details.
- Taking an active interest in their children's school career, praising and encouraging good work and behaviour and attending parent's evenings and other relevant meetings.
- Working in partnership with the school to resolve issues and help the school to understand their child's barriers to attendance.
- Proactively engage with the support offered by school to prevent the need for more formal support.
- If formal support is needed, proactively engage with this support to prevent the need for any legal intervention.

- Booking any medical appointments around the school day where possible.
- Collecting their child from the School reception for a pre-arranged appointment that requires the child to leave the school premises. (a pre-arranged appointment is one that has been communicated by the parent to the school attendance officer, the form tutor or the head of year).
- Informing the school if someone other than the priority contact is to collect a child for a pre-arranged appointment. The person collecting the child must be already listed as a contact on the child's SIMS profile.
- Only requesting leave of absence in exceptional circumstances and do so in advance.
- Treating staff with respect in accordance with the home school communication policy
- Actively supporting the work of the school
- Calling staff for help when they need it
- Communicating as early as possible circumstances which may affect absence or require support.
- Supporting their child's learning by ensuring that they attend school every day.
- Only allowing an absence in absolutely unavoidable cases of illness, or for other authorised reasons (See paragraph 3.3).
- Keeping the school updated on a daily basis, by telephone or email, until the child returns to school.
- Not taking their children on holidays during term time.
- Ensuring their child completes the work set if well enough to do so.

2.4 Subject teachers will:

- Ensure the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Keep an accurate electronic attendance register for all classes, to be completed within the first ten minutes of each lesson.
- Remind students regularly of the impact of good attendance on their performance in the subject.
- Challenge all absences from lessons, stressing the negative impact on learning.
- Review class and individual attendance patterns;
- Inform the school attendance champion/Head of year of any concerns;
- Remind parents of their commitment to this policy during consultations if appropriate.
- Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Set catch-up work for students who have been absent from lessons by uploading work to Teams and signposting students to this.
- Ensure that the School's Attendance Officer is informed of any students who will miss registration due to a subject based activity (e.g: school trip, music lesson, sporting activity, etc). Teachers will also ensure that the absence of any student due to take part in a school based activity is communicated, without delay, to the School's Attendance Officer without delay prior to the start of the activity.
- Promote the next lesson and the sequence of the lessons in the scheme of work to motivate pupils to be in the classroom.

2.5 Form tutors will:

- Use form time to promote the need for excellent attendance.
- Maintain an accurate daily attendance register during registration.
- Use the weekly attendance update sheet to celebrate excellent and improved attendance and challenge poor attendance.

- Ensure that students update their attendance in their planners every week.
- Remind students that if they are absent their parents must phone the school every morning to keep the School's Attendance Officer updated.
- Target and provide increased pastoral support for all students whose attendance has dropped below 97%.
- Reward students whose attendance is Excellent or has improved.
- Refer on-going attendance problems to the Head of Year for support.
- Inform the school attendance officer if a parent of a child, or a child, in their form informs them of an appointment they are required to attend out of school.
- Model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.
- All staff members should:
 - treat pupils with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence handling confidential information sensitively
 - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
 - communicate effectively with families regarding pupils' attendance and well-being

2.6 Heads of Department will:

- Analyse attainment data in relation to attendance and take action to address issues highlighted.
- Ensure that all teachers in the department provide catch-up work via Teams when a student has been absent.
- Provide opportunities for students to catch up work outside normal lessons if necessary.
- Ensure that systems exist within the department to provide work for students on a prolonged absence (including exclusion) and to support their return to lessons.

2.7 Heads of Year will:

- Use assemblies to promote the need for excellent attendance, including rewarding students with excellent or significantly improved attendance.
- Analyse attendance data for the year group regularly and address issues highlighted by the data.
- Publish weekly Green/Amber/Red attendance data for all students in the year group, and display in form rooms and noticeboards.
- Provide support and guidance for all students whose attendance has dropped below 97%.
- Liaise with the SLT attendance champion and school attendance officer to liaise with the Local Authority attendance officer to issue fixed penalty notices in appropriate cases.
- Inform the school attendance officer if a parent of a child, or a child, in their form informs them of an appointment they are required to attend out of school.

Pupils at risk of severe or persistent absence – good practice recommendations from the local authority

Head of year, along with form tutors, may use the following strategies for pupils at risk of persistent absence:

- lesson resources
- buddy support
- one to one input
- meetings with pupils to discuss absence, patterns, barriers and problems
- action plans to remove barriers, provide additional support and set targets.

- lunchtime arrangements
- support with uniform, transport, wake up routines or emotional wellbeing
- daily or weekly check-ins to review progress and the impact of support
- regular contact with families to discuss progress
- targeted intervention to address gaps and build pupils' confidence (including considering small group additional support)
- tailored praise and encouragement when pupils attend and arrive on time
- Use of student support centre

2.8 The Attendance Officer will:

- Ensure the recording of attendance and absence data is accurate.
- Ensure robust day-to-day processes are in place.
- Track and follow up absence and poor punctuality (help implement punctuality routines such as late gate or sign in procedures).
- Provide appropriate support and challenge to establish good registration practice from teachers and form tutors.
- Carry out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identify any absences that are not explained for each session and contact parents to understand why and when the pupil will return.
- Where absences are 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.
- Where reasonably possible, ensure school holds more than one emergency contact number for each pupil.
- Keep parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Hold regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Instruct school family workers and safeguarding partners to undertake home visits in line with your safeguarding responsibilities to engage families and ensure children are safe.
- Identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies.
- Implement children missing education (CME) procedures when appropriate -
- See guidance on HCC Grid regarding Children Missing Education, <https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education>
- Engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves.

Pupils at risk of persistent absence

- Provide regular attendance reports to tutors to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Along with the SLT link and pastoral team, initiate and oversee the administration of absence procedures.

This should include:

- letters home

- attendance clinics
- engagement with local authorities and other external agencies and partners
- work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood
- consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
- provide regular reports to leaders on the at-risk cohort
- provide regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

Pupils who are persistently absent

- Develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines
- Identify tailored intervention which meets the needs of the pupil, for example:
 - mentoring
 - careers advice and guidance input
 - alternative provision where appropriate
- Lead daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress
- Hold regular meetings or reviews of caseload with the Statutory Attendance & Participation Team (SAPT), external partners and alternative providers to check on welfare and review progress
- Liaise with school leaders (designated safeguarding, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments
- Coordinate and contribute to multi-agency meetings to review progress and agree on actions
- Work in partnership with SAPT and other agencies to ensure the appropriate use of statutory parental responsibility measures
- Provide regular reports to leaders on the impact of action plans and interventions
- Check the attendance of any students in alternative provision.
- Inform the local authority of any student who is absent without authorisation for 10 or more days.

2.9 The Local Authority attendance team

- Our school works in partnership with the Statutory Attendance & Participation Team to devise a strategic approach to attendance.
- The Headteacher or Attendance Champion (SLT) will meet with the link LAAO when required to discuss and improve attendance for all persistently absent or severely absent pupils.
- Action Plans will be developed for all persistently and severely absent pupils. The school may request support from the LAAO for advice and guidance with the implementation of these action plans.
- If parents do not proactively engage with support offered through the action plan, then formal intervention may be requested from the LAAO.
- If parents do not engage with formal support, the school may request statutory intervention from the Local Authority.
- Statutory intervention can include:
 - Parenting Contract
 - Fixed Penalty Notice application from school
 - Parenting Order
 - Education Supervision Order
 - Prosecution

The Local Authority Attendance officer may also:

- Send letters to parents in relation to declining attendance at the direction of the school
- Offer support to the school in discussing (by telephone) cases of declining and poor attendance with a view to taking on cases that require Local Authority intervention.
- Advise the school on good practice to improve attendance.
- Arrange home visits to 'hard to reach' parents, accompanied by a member of the school staff.
- Support the school in issuing fixed penalty notices in appropriate cases.

2.10 The Deputy Headteacher (SLT attendance champion)

The School Attendance Champion is responsible for:

- Implementing the attendance policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring practice is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes.
- Oversight of data analysis
- Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.
- Writing to parents if their child's attendance is causing concern.
- Robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
- Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures
- Compiling attendance data for the Head, the Governing Body and the Local Authority Attendance Officer (LAAO).
- Ensuring a positive working relationship with the LAAO is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents through parents briefings, letters, assemblies etc.
- Compiling School attendance, safeguarding and pastoral support policies which should clearly outline:
 - the key principles
 - rules pupils need to follow
 - routines
 - consequence systems
- If required, holding regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.
- The escalation of procedures to address absence needs to be:
 - understood by pupils, parents and carers

- implemented consistently
- reviewed regularly
- ensuring that the Local Authority is notified of any pupil who fails to attend school regularly via a 10 Day Absence Form.

See guidance on HCC Grid for form –

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-guidance-and-statutory-responsibilities>

- Providing regular training and guidance for all staff on improving student attendance.
- Supporting Heads of Year in implementing attendance improvement strategies.
- Monitoring the work of Heads of Year to ensure that they are being proactive in establishing excellent attendance within the year group.
- Investigating and implementing alternative educational provision for students with serious attendance issues (vocational courses, work experience programmes, etc).

2.11 The Headteacher

The Head is responsible for:

- Having a clear, written school attendance policy based on the expectations set out in this model policy (from Hertfordshire) and ensuring the implementation of this policy – ensuring compliance with DfE Guidance for maintained schools, academies, independent schools and local authorities – Working together to improve School Attendance – September 2022 - [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2022, Statutory guidance for schools and colleges – September 2022 - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and the pupil body as a whole.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Be especially conscious of any potential safeguarding issues ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.

- Building and modelling respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area, LA's and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- Ensuring all staff members:
 - treat pupils with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively
 - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity.
 - communicate effectively with families regarding pupils' attendance and well-being
 - deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events
 - use physical presence to reinforce routines and expectations on arrival and departure
 - regularly communicate expectations for attendance and punctuality and school performance through regular channels of communication with staff, pupils and parents
 - establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness.
- Monitoring implementation of policy and practice, for example through form time, drop in, shadow late gate, planner checks
- Engaging community businesses, partners and residents to promote attendance and report non-attendance.
- Monitoring of whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions
- Establishing and ensuring implementation and robust monitoring of arrangements to identify, report and support children missing education (CME) or at risk of becoming CME

Ensuring compliance with guidance regarding Children Missing Education - see Herts Grid

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education>

- Engaging pupils in consultation on attendance policy, practice, rewards and sanctions
- Granting leave of absence for students in exceptional circumstances only.

2.12 The Trustees will:

- Ensure an effective whole school culture of high attendance is underpinned by clear expectations, procedures and responsibilities.
- Offer a clear vision for high attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.
- Have a clear, written school attendance policy based on the expectations set out in this model policy.
- Regularly review and understand attendance data, discussing and challenging trends and helping school leaders to focus improvement efforts on individual pupils or cohorts who need it the most within school.
- Ensure school leaders fulfil expectations and statutory duties.
- Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
- Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.
- Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.
- Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.
- Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.
- Make sure staff receive training/professional development and support to deploy attendance systems effectively.

Ensure that attendance is regularly reviewed by the Board of Trustees as a standard agenda item through the headteachers report to Trustees.

Attendance

3.1 Introduction

Attendance and non-attendance are defined and associated procedures will be consistently applied across the school. This section defines authorised absence and unauthorised absence.

3.2 Definitions

Attendance – the condition of being present at school and participating in timetabled activities, academic or non-academic.

Authorised Absence – a period of absence from school, when the student is expected to attend school, where that absence is caused by one or more approved conditions of absence.

Unauthorised Absence – a period of absence from school, when the student is expected to attend school, where that absence is caused by one or more unapproved conditions of absence.

3.3 Authorised absence

Absence is authorised, if it is for one of the following approved conditions:

- Illness
- Unavoidable cause
- Day set aside for religious observance by the religious body to which the student belongs
- Family bereavement
- Student interview with a prospective employer or in connection with a place for further or alternative education
- Approved work experience
- Approved off-site educational activity or tuition
- Attendance at a student referral unit
- Participation at an approved public performance
- Granted study leave
- Exceptional special occasion e.g. graduation, or a family wedding (normally two days maximum).

Application for authorised absence must be made in writing to the Headteacher.

3.4 Unauthorised absence

Absence is unauthorised if it is for one of the following unapproved conditions:

- No explanation is provided, or the school is dissatisfied with the explanation
- Minding the house or caring for siblings (except in exceptional circumstances)
- Shopping
- Unexceptional special occasions (e.g. a birthday)
- Family holidays
- Any condition not included in the list of authorised absence conditions
- Absences on the last day of term (including half terms), unless explained by a medical note
- Absences on the first day of a new term (or half term) unless explained by a medical note.
- Absences on the day of a consequence, unless explained by a medical note.

3.5 Fixed Penalty Notices (FPNs)

Our school follows Hertfordshire County Council's Penalty Notice for Truancy Code of Conduct and procedures.

- We expect parents/carers to work with us to address attendance problems.
- If a pupil has at least 15 sessions (half day= 1 session) unauthorised absence in the current and/or previous term (including unauthorised holidays), the Head Teacher may ask the Local Authority to issue a Penalty Notice.
- The penalty is £60 if paid within 21 days of receipt of the notice, rising to £120 if paid after 28 days.
- There is no right of appeal by parents against a Fixed Penalty Notice.
- If the penalty is not paid the Local Authority may prosecute parents/carers for their child's irregular attendance.

Follow guidance on HCC Grid when considering a Fixed Penalty Notice - <https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/penalty-notices-for-unauthorised-absenceholiday>

Registration & notification of absence

4.1 Attendance registers are legal documents that may be required as evidence in court cases.

Registers are taken at the beginning of each morning and at the beginning of period 4 in the afternoon. In addition, an electronic register is taken at the beginning of every lesson during the day.

Their purpose is to:

- monitor attendance / non-attendance
- ensure students can be accounted for in an emergency
- ensure that a student removed from the school will not go unnoticed.

4.2 Authorisation of absence

Only the school can authorise an absence. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it, if the school does not accept the explanation offered as a valid reason for absence.

If, after further investigation doubt remains about the explanation offered – or when no explanation is forthcoming at all – the absence will be treated as unauthorised and the parent informed.

- Leave of absence can be applied for in advance. It is the school's decision as to whether this is granted because of exceptional circumstances relating to the application (parents cannot expect, as of right, that the school will grant leave of absence).
- Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 © for which a child performance licence has been issued. HCC will not issue a child performance licence where absence is required without the written permission of the Headteacher.

4.3 Parent/Student notification of absence

Parents/carers must provide prompt notification of absence, by telephone, email or letter. The school in exceptional circumstances, such as English language difficulties, may agree alternative means of communication.

4.4 Punctuality

- The School gates open at 6am, students can enter the school buildings from 8am if in B Block canteen breakfast club.
- Registers are taken at 8:40am, 5 minutes before this time, a bell will ring. At 8:40am another bell will ring and the school gates will close. If a student arrives to registration after the bell, they are late and will receive a same day detention.
- The register will be open for no longer than 20 after the registration session begins.
- Pupils who arrive after the register has closed at 9:05am and parent provides a satisfactory explanation will be marked as 'authorised absent' for that session.
- Pupils who arrive after the register has closed and parent fails to provide a satisfactory explanation will be marked as 'unauthorised absent' for that session (Code U).
- School may arrange a meeting with parents to discuss concerns so that the problem can be addressed as persistent lateness after registers have closed constitutes truancy.

4.5 Pupils who are persistently absent

Persistent absence occurs when a child's attendance is at or falls below 90%. Absenteeism at this level will considerably damage a pupil's educational prospects and the school will work alongside parents/carers to tackle this issue.

School is expected to:

- Continue support as for pupils at risk of becoming persistently absent.
- Ensure additional targeted support is in place to remove any barriers. Where necessary this includes working with partners.
- If there is lack of engagement, hold more formal conversations with parents, being clear about the potential need for legal intervention in future.
- Where support is not working or being engaged with, work with the Local Authority on legal intervention.
- If there are safeguarding concerns, intensify support through statutory children's social care.
- Work with other local schools, such as schools previously attended or schools of siblings.

4.6 Pupils who are severely absent

Severe absence occurs when a child's attendance is at or falls below 50%.

School is expected to:

- Continue support as for pupils who are persistently absent.
- Agree a joint approach for all pupils who are severely absent with the Local Authority.

Pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and teachers must ensure this cohort is made the top priority for action and support.

School must be especially conscious of any potential safeguarding issues ensuring joint working between the school, children's social care services and other statutory safeguarding partners.

Often severely absent pupils have additional needs and therefore it is vital that school ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.

4.7 Part-time Timetables

In line with DfE guidance these will only be used in exceptional circumstances to reintegrate a student after a period of absence. They will always be used for the minimum amount of time possible and reviewed. There should always be a reintegration plan in place for the student to return to full time education as soon as possible.

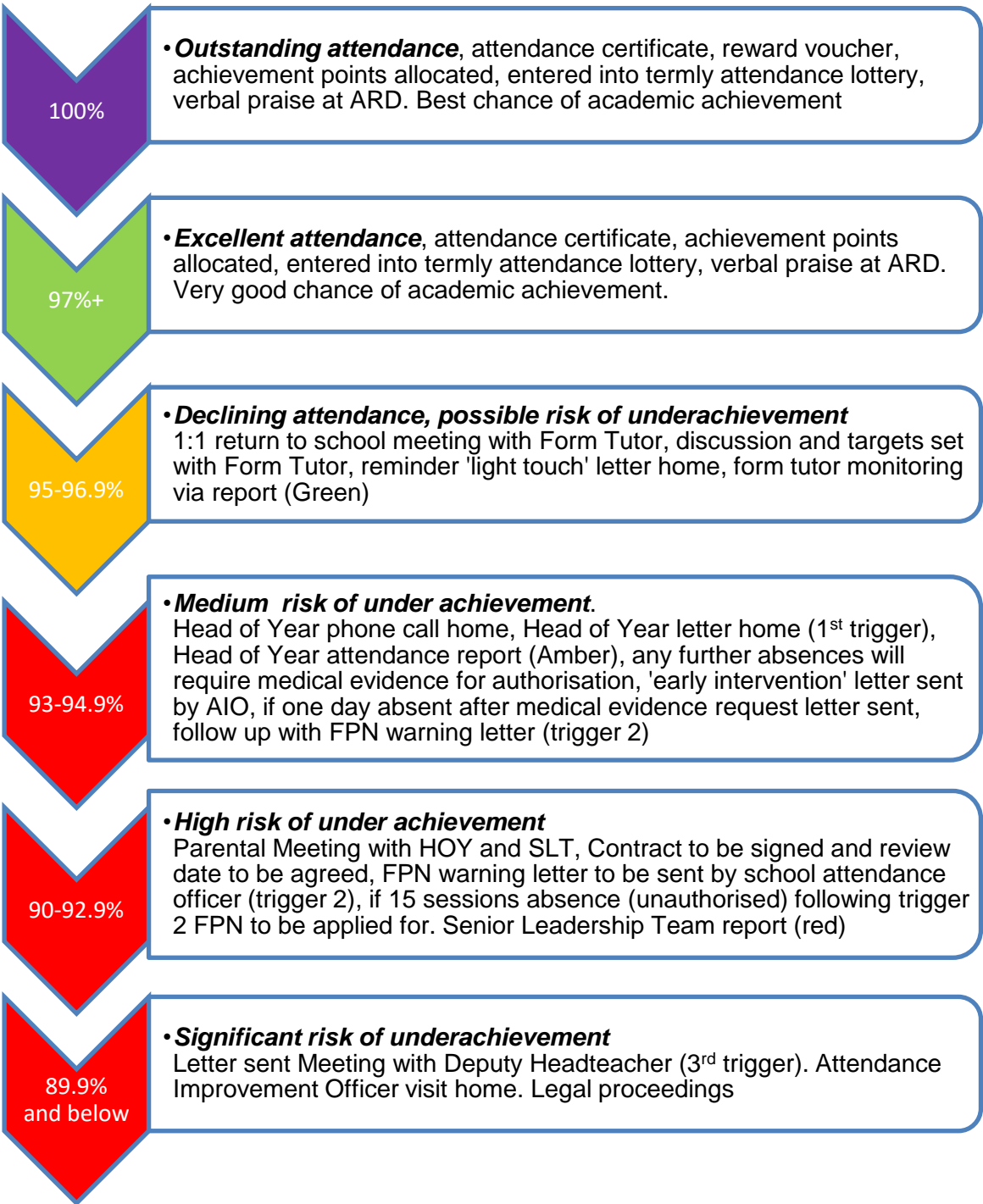
As part of the framework for the inspection of services for children in need of help and protection, children looked after, and care leavers (Ofsted June 2015) local authorities are required to provide detailed data on school age children in their area who are not in receipt of full-time education and schools are similarly expected to maintain data on students of compulsory school age who are on their roll but attending on a part-time timetable.

- The Local authority has published guidance for all maintained school, academies, free schools, studio schools, UTCs, ESCs and PSBs on the use of part-time timetables for pupils of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday)
- All schools are required to return information on children who are on part-time tables within five days of the pupil starting or ending a part-time timetable.

Follow guidance from HCC Grid when considering a part-time timetable - <https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-part-time-students>

Appendix A – Monk’s Walk School Attendance Ladder

Monk’s Walk - School Attendance Ladder



Probable interventions