Student Attendance Policy

Date approved	September 2023	Approved by	Executive Headteacher
Review cycle	2 years	Signature	
Date for review	July 2025	Author	Director of Safeguarding and Attendance

1. Scope
1.1 This policy applies to all pupils at the Respect Collaboration of Schools (The School) but is the responsibility of all stakeholders to uphold

2. Principles
2.1 Respect Collaboration of Schools (The School) values the dignity of every individual member of staff and will apply this policy fairly and consistently in line with its core values of RESPECT. We will explore reasonable adjustments in applying this procedure to employees with a disability.

3. Introduction
3.1 The Respect Collaboration of Schools believes that good attendance and punctuality are essential if students are to learn effectively and reach their full potential. The School strives to provide a welcoming, caring and safe environment where every member of the school community feels valued.

3.2 The School aims to achieve good attendance and punctuality by working with an attendance policy where the staff, students, parents, the local community and the Education Welfare Service work in partnership.

3.3 The Attendance Policy links closely to the School's Teaching and Learning Policy, Behaviour and Safeguarding Policies.

3.4 This document should be considered in conjunction with the Pupil Attendance – Standard Operating Procedure (appendix 3).

3.5 The School sets rigorous targets for attendance and has high expectations for punctuality. Welfare Coordinators and Behaviour Mentors review these weekly. The School has a systematic approach to gathering and analysing attendance related data and protocols and monitoring procedures which reinforce the high expectations set for students. Individual attendance is closely monitored, and targets are reviewed regularly. Good attendance and reaching targets are rewarded and the importance of good attendance and punctuality is supported by celebrating positive attendance across the School.

3.5 Where individual students have identified issues that legitimately impact attendance e.g. health issues, these will be handled with care and sensitivity to support the student and the family. The Attendance Lead also has the role of the Designated Safeguarding Lead which helps to ensure a holistic approach is taken to increase school attendance.

3.6 Family Support Workers. The school employs a number of Family Support Workers who work intensively with pupils, their families and external agencies to overcome barriers to regularly attending school and engaging in education. Family Support Workers are typically used as part of the schools graduated response when other interventions lead by the pastoral team have not been successful. Due to the nature of this work, Family Support Workers will often conduct regular home visits work with pupils/families in the community.

4.0 Protocols:
4.1 Registration
4.1.1 The School uses a web-based e-portal system for registration (SIMS). Attendance is registered at the beginning of each session (usually half days). Class teachers also record attendance at individual sessions where relevant.

4.1.2 All staff and outside providers have received training from the data manager on the use of this system.

4.2 Close of Register
4.2.1 The close of register is 10am and 1pm.

4.2.2 L mark is used for up to 30 minutes after the close of register.

4.2.3 U mark is used after 10.30am and 1.30pm.

4.2.4 Where a student is late the time of arrival should be logged as a comment on the pupils register within SIMS

4.3 Use of Codes
4.3.1 Registers are completed using the codes outlined by the School Attendance – School attendance Guidance for maintained schools, academies, independent schools and local authorities May 2022).

4.4 Authorised and unauthorised absences
4.4.1 All unexplained absences will be logged as unauthorised. All absences will be followed up on the same day of the absence.

4.4.2 Assistant Heads will use their discretion to determine whether an absence can be authorised or unauthorised. All absences explained by students must be confirmed by a parent/carer before it can be authorised.

4.4.3 Examples of the type of explanation that cannot be authorised:
- Appointment for a haircut
- Looking after younger children
- Waiting for a maintenance person to visit the home

4.4.4 Example of an absence that could be authorised:
- Sickness
- Bereavement
- Court appearance

4.4.5 The reason for any absence should be logged on SIMS as a comment on the register and within the communication log, giving details of who was spoken to, what time and the reason.

4.5 **Part-time time tables**

4.5.1 All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. In agreeing to a part-time timetable, the school has agreed to a pupil being absent from school for part of the week or day and therefore must be recorded as an authorised absence using the code C.

4.5.2 Reduced time tables are requested through the time table and monitoring panel where they are considered by members of the executive senior leadership team. Time table reduction documents are completed to outline the reason for any change in timetable, which includes changes to alternative provision

4.5.3 In exceptional circumstances the X code may be used for pupil absence for an agreed period time

- New pupils integrating into one of the Schools who require initial assessments in order to develop specific educational support packages Pupils who have not attended an education provision for a prolonged period of time
- Pupils attending the Gateway provision prior to moving to a School
- Pupils educated within the personalised programme provision

4.6 Register Audits
4.6.1 Registers are checked by the Behaviour Mentors at the close of each am and pm registration and any anomalies will be resolved no later than 11:00am for the am register and no later 2pm for the pm register The Welfare coordinators will quality assure the registers daily.

4.7 Holidays during school time
4.7.1 The Respect Collaboration of Schools will **NOT** authorise any holidays during term time unless there are explicit exceptional circumstances. Should a request for Leave of Absence (Appendix 1) be made, the Leave of Absence process will be followed. Parents/Carers will be at risk of receiving a penalty notice issued by the courts should they choose to continue with the Leave of Absence despite it not being approved by the Executive Headteacher.

4.7.2 All Leave of Absence forms will be passed to the Head Teacher for consideration. Consideration will be made for any request of absence, and the specific circumstances surrounding the request. Particular consideration will be given to safeguarding concerns and specific areas of concern, for example Radicalisation and FGM.

4.7.3 Only the Executive Headteacher or their appointed deputy can authorise a Leave of Absence request, although advice can be taken from the Attendance Officer/Education Welfare Service.

5. Registration with external delivery partners
5.1 External providers are responsible for updating attendance electronically by the close of the registration period for that session. Behaviour Mentors at the base where a pupil is registered are responsible for attendance follow up and initiating the First Day Response (outlined in the Pupil Attendance – Standard Operating Procedure).

6. Interventions
6.1 There are often complex reasons for non-attendance and we are committed to supporting young people in attending school and accessing learning. We closely monitor and track pupil attendance to allow us to intervene in a timely way and evaluate the impact of the support we offer. This also lets us recognise and celebrate those who attend regularly. Whilst we recognise the need for support, we also recognise our statutory and moral duty to challenge pupils and parents in ensuring pupils attend school regularly.

6.2 First day response Procedure:

- Daily absences for identified students is followed up within **1 hour** of the start of the session on the first day of absence (Students who are identified as having additional vulnerabilities e.g. CP plan, LAC, PP should be prioritised)
- All unexplained absence for other students is followed up again before the close of the next register (e.g. if a child is absent for their AM mark, a satisfactory explanation should be achieved prior to the start of the PM session) and/or by the end of the working day if a satisfactory explanation for the absence cannot be ascertained
- All notes must be uploaded to SIMS immediately and the register code amended accordingly

NB- Only the most appropriate and effective means of communication is used e.g. texting, phoning, emailing etc.

6.3 2 Day/session or more absences
If contact is unable to be made or the school have received no explanation for absence after 2 days/sessions, then follow Attendance Action Plan for 2 Day Absence flowchart (Appendix 4).

6.4 Welfare coordinators monitor this on a weekly basis for Children Missing Education (CME) purposes.

7. Tracking Attendance
7.1 Persistent Absence
7.1.1 Any Pupil whose attendance falls below 90% is classed as persistently absent (PA), as a school we are duty bound to report our persistent absence figures to the local council. Any pupil who becomes persistently absent will be subject to the same attendance procedures as all other pupils who attend School. As a school we will endeavour to work with all pupils who are persistently absent and develop strategies to improve their attendance.

7.1.2 The DSL/Attendance Lead and Behaviour mentors will track and monitor attendance daily to ensure registers are completed and any unexplained absence is followed up.

7.1.3 DSL/Attendance Lead and Behaviour Mentors will track and monitor attendance on a weekly basis.

7.2 Attendance less than 95%
7.2.1 Where overall pupil attendance falls below 95%, Staff will use a graduated approach to intervene and support improvements in student attendance.

7.2.2 This process is outlined in Attendance Intervention Process (Appendix 2).

7.3 The Role of the Education Welfare Service
7.3.1 Where all of the school's attendance procedures have been followed and no improvement has been made, then consultation with the Education Welfare Service will be made, this may result in a recommendation for court action and/or penalty notice being issued to parents/carers.

7.3.2 The DSL/Attendance Lead will meet half termly to discuss and share any concerns regarding school attendance. The outcomes of these meetings are fed back to SLT to ensure a whole school approach to attendance.

7.3.3 DSL/Attendance Lead will take direction and guidance from the Education Welfare Officer with regards to appropriate interventions for individual guidance if the school's internal systems and interventions are not successful.

7.3.4 The Education Welfare Officer and the DSL/Attendance Lead will work in partnership to collate appropriate materials and reports in the instance of court action.

7.3 Induction procedure
7.3.1 If attendance concerns are identified on admission or through the induction process then this will be highlighted with parents/carers and appropriate procedures followed i.e. parenting contracts etc.

7.3.2 An attendance discussion will be held with all parents and young people as part of the induction process. All parents will be asked to sign a home/school agreement that informs them of our expectations about attendance. (Appendix 3)

7.4 Punctuality
7.4.1 The school sets high expectations around punctuality as it is viewed as an important life skill for our students. However, the school recognises that for some of our student's, sensitivity and an individual approach needs to be taken to support them to develop this skill. It is the responsibility of the Base Leads and Welfare Coordinators to put in place appropriate interventions for individual students to improve and reward punctuality.

8. Rewards
Funding has been made available to promote and encourage good punctuality and attendance.
Each school will determine how this budget is used. For some, this will be individual rewards and in other cases it may be more appropriate to use funding for group rewards. Leaders of each provision will make decisions on how best to reward good attendance in a way that is consistent with the unique function of each school.

Good attendance will be celebrated not only by rewards but through positive displays across all sites, phone calls and letters home to parents. Key workers regularly set and review attendance targets are appropriate to each pupil.

9. Children Missing Education (CME)

9.1 Reference will be made to the CME guidance, children missing education- statutory guidance for Local Authorities Sep 2016, where concerns are raised regarding:

- Leave of Absence – Failure to return
- Request to Elective Home Educate
- Moved out of Area – Destination Known
- Moved out of Area – Destination Unknown
- Young person leaving site
- Young person leaves/absent re Appointment

Staff are required to notify the Attendance Lead with information regarding the above points as soon as practicably possible. Initially staff must follow the Attendance Action Plan 2 Day Absence process (Appendix 2) to identify the relevant action to be taken where a child is identified as missing education

10. Children who are absent from education

- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. Children absent from education will be monitored by the DSL/Attendance Lead and supported by the graduated response to minimise the risk of these pupils becoming children missing education

11. Monitoring and Evaluation:

11.1 Role of Senior Leaders and Governors

- Whole school attendance targets are set at the beginning of the year and reviewed on a regular basis through SLT meetings and SEF review meetings
- Governors set a KPI linked to attendance and monitor this through the Standards Committee.
- The Director of Safeguarding and Attendance will meet half termly with the DSL/Attendance lead to discuss any concerns and review and evaluate strategies to improve attendance

10.1 Role of the DSL/Attendance Lead

- Have daily overview of the registers and challenge inaccuracies
- Support and train relevant staff on the use of the registration system and attendance processes, refreshing the knowledge of existing staff where need is identified
- Meet with headteacher and other identified staff to support attendance monitoring and improvement processes half-termly
- Produce weekly cumulative attendances for all pupils and email these to referring schools
- Home Visits to targeted families for the purpose of safe and well checks, meetings etc
- To attend meetings where attendance is an issue
- To monitor and support young people and families where there are on-going and/or historic attendance concerns
- Alert staff at each provision to ensure joint working where siblings either in Respect Collaboration of Schools or another school have attendance concerns
- To follow CME process where relevant
- To produce other data related to attendance monitoring as required.
- To liaise with key leaders in Respect Panel discussing attendance concerns ongoing
- To support the Executive Headteacher with admissions/leavers to the school
- To co-ordinate Family Support Worker visits and support them with their caseload

10.2 Role of Behaviour Mentors

- Behaviour Mentors are responsible for ensuring registers are completed on a daily/sessional basis
- Take ownership of the First Day Response process and keep accurate records

- Follow procedures for pupils not in school for 2 or more days - including taking a lead role liaising with internal and external support services i.e. Family Support Worker/Social Care team
- Carry out home visits to support attendance
- Take a lead role in overseeing and coordinating attendance support plans
- Conduct Attendance Intervention meeting with parents to provide support and challenge for non-attendance
- Collect and collate accurate records of the ongoing attendance of each pupil within their designated school. This is updated weekly
- Ensure pupil level attendance information is regularly shared (at least weekly) with LPSAs/Key Workers who share this with pupils to inform rewards and/or intervention
- Collect, collate and present information and evaluations of attendance interventions to share with internal and external stakeholders

10.3   Role of Family Support Worker
- Liaise with DSL/Attendance Leads to:
- Identify pupils at risk of non-attendance
- Work intensively with pupils and families to overcome barriers to attendance
- Develop and share strategies and action plans to support attendance
- Provide feedback and guidance to staff at all levels
- Conduct home visits in line with the Attendance Intervention Process
- Signpost families and/or students to external support services or agencies
- Act as an advocate for families when seeking to access external support
- Contribute and/or create child and family centred action plans focused on overcoming barriers that impact attendance e.g behaviour conduct and home/school relationships

10.4   Role of Keyworker
- Key workers will monitor attendance on a weekly basis and report any concerns to SLT/Behaviour Mentors
- Any student who falls below 95% will follow the **Attendance Intervention Process** (see appendix 2) – key workers are responsible for the initiation and review of this process
- Monitor weekly spreadsheet from Welfare Coordinators and use this to inform Key Worker Review meetings
- Initiate and update Attendance Support Plans
- Regularly (at least weekly) meet with key workers to discuss attendance, review/evaluate progress towards targets and celebrate success
- Report and provide feedback on attendance intervention to school leaders

10. 6 Role of the Teacher
- Provide a welcoming and safe learning environment
- Encourage good attendance by consistently providing an appropriately engaging and supportive classroom experience
- Ensure all lessons are appropriately stimulating to promote a love of learning
- Work with Key Workers and other pastoral staff to share information, act on new information, develop action plans and provide coaching and mentoring to pupils where appropriate
- Act as Key Workers where directed
- Complete attendance registers in a timely manner
- Report any attendance concerns to the school leader

10.7 Quality assurance of attendance

Attendance review is an integral part of the schools Quality Assurance Cycle.

The Attendance Lead and School Leaders produce a detailed data review and evaluation of attendance each half term. This is reported to the schools governing body at each meeting of the Standards Committee.

The Attendance Lead and Head of Secondary meet with School Deputies twice per half term to evaluate attendance and review progress towards school level and pupil level targets.

An audit of attendance will be take place as part of internal school monitoring and quality assurance processes. This process will be led by the Executive Head and/or the Head of Secondary.

APPENDIX 1- LEAVE OF ABSENCE FORM

APPLICATION FOR PUPIL LEAVE OF ABSENCE FROM SCHOOL FOR PARENTAL HOLIDAY

Pupils attend school for a maximum of 190 days each academic year. Regular attendance is vital for your child's education progress. The Local Education Authority expects all parents/carers to ensure that their children attend school for each session highlighted on their timetable. Absences due to holidays taken during school time could hinder academic progress

The Minister for Education announced that from 1 Sep 13 – Schools, Academies and Free Schools can no longer grant leave of absence during term time unless there are explicit exceptional circumstances. .

By requesting leave of absence you may be liable for a **fixed penalty notice** issued by the courts. If you wish to continue to apply for your child to be absent from school, please complete this form **and return it to school at least two weeks before your intended departure date.**

Name of School:

Full name of child(ren)

Address ;

Reason for application:

Dates;–

Signature of parent(s) carer(s)

Date :

Office use only

Seen by Headteacher / Head of Year

Agreement reached

Other outcome   Date   /   /

Appendix 2

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Attendance Intervention Process
Graduated Response
2022-2023

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% Attendance	Response	Review timeline	Escalation
100-95	**Good** Recognise, reward and praise LPSA/Keyworker discuss the benefits of good attendance with pupils. Telephone call to parents	**Weekly**	**Praise and reward**
94-90	**Below average** **Action:** 1) **LPSA/Keyworker** make student aware - weekly informal coaching and mentoring during keyworker time 2) **LPSA/Keyworker** telephone to parent to raise concern regarding potential attendance procedures	**Weekly**	Consistently below average could lead to formal measures at any stage
89-85	**Serious Concern** (up to 1 in 5 days of education missed per week) **Action** 1) **LPSA/keyworker initiate *Attendance Support Plan* (parents informed – phone call and letter)** 2) **WC send letter 1** 3) **FSW 1ˢᵗ and 2ⁿᵈ day contact initiatives to be added to ASP by keyworker**	**Weekly**	Consistently below average could lead to formal measures at any stage **Send Letter 1 when under 85%**
84-60	**Critical attendance** (up to 2 out of 5 days of education missed per week) 1) **Behaviour Mentors/Welfare Cordinator meet with parents/carers to conduct Attendance and Academic Support Review Meeting (AASR) REVIEW AASR plan EVERY Half Term until improvement is shown** 2) **AASR initiative to be added to SIM's every time this meeting is conducted.** 3) **Key Worker continue to support with ASP.** 4) **Reward improved attendance where appropriate.** 5) **All initiatives should be added to SIMS and ASP** 6) **Referral to external agencies** 7) **WC Submit penalty notice**	**Weekly 4 weeks max**	If no improvement – **send - Letter 2** **Attendance officer refers pupil/family to EWS**

<60	**Crisis attendance**
	As above
	Action:
	    1) **If no improvement send Letter 3 continued EWO involvement**
	    2) **Behaviour Mentor to monitor actions/outcomes of the AASR parents/carers**
	    3) **WC Submit penalty notice**
		Weekly	If no improvement – **send Letter 3**

The intervention in this process can be used at any time regardless of which threshold they are in

SIMS is to be updated with all attendance related interventions and communication with parents/carers – these notes could be used as evidence in court to support prosecution for non-attendance or in social care meetings

ASPs must be updated by Key Workers <u>weekly</u>

Behaviour Mentors must update and review AASR plans at least every <u>4 weeks</u>

Appendix 3

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Pupil Attendance – Standard Operating Procedure
Improving outcomes by increasing participation

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1) **Registration** - all pupils should be marked appropriately by Class Teachers before the close of the register. Behaviour Mentors check the registers and complete any absence phone calls.

   Close of Register
   The close of register is 10am for am session and 1pm for the pm session
   L mark is used for up to 30 minutes after the close of register
   U mark is used after 10.30am and 1:30pm.

2) **Registering off-site provision**
   Vocational providers
   Outside/External providers are responsible for updating attendance electronically by the close of the registration period for that session. The follow up of absences will be the same as for Schools – hence, all external providers will contact parents on the same day of absence and log this conversation on SIMS (this should be checked by the Welfare Coordinators)

   Options centre
   Designated LPSA/Teaching Staff at the Options Centre are responsible for updating attendance electronically by the close of the registration period for that session. Behaviour Mentors on the school site where the pupil is registered follow up absences following the First Day Response. Reasons for absence and follow up information should be recorded on SIMS

3) **Punctuality**
   a) Pupils are expected to arrive on time. Pupils that do not arrive on time should be challenged and promptly escorted to lesson. Behaviour Mentors or Welfare Coordinators should update the register will the appropriate mark i.e. "L/U" if the register has closed
   b) At the start of the school day (9am-10am) Family Support Workers are on site to support attendance and punctuality by working with staff, pupils and families. Family Support Workers will collect students where necessary as a short term intervention
   c) Class teachers should provide appropriate work and/or time for late pupils to catch up on missed work.

4) **First Day Response:**
   a) Daily absences for identified students is followed up **within 1 hour** of the start of the session on the first day of absence e.g. before 10am for an am session and before 1pm for a pm session (Students who are identified as having additional vulnerabilities e.g. CP plan, LAC, PP should be prioritised)
   b) Explanations for non-attendance should be recorded on SIMS by Behaviour Mentors
   c) All unexplained absence for students is followed up by Behaviour Mentors before the close of the next register and/or by the end of the working day if a satisfactory explanation for the absence cannot be ascertained
   d) All notes must be uploaded to SIMS immediately and the register code amended accordingly
   e) In the absence of Behaviour Mentors the Welfare Coordinator will complete this role.

5) 2 day/session absences

If unable to make contact or have received no explanation for absence after 2 days/sessions then follow Attendance Action Plan for 2 Day Absence flowchart. (Attendance intervention folder on staff shared drive).
NB
Pupils should receive a home visit for each 2 full days they are absent. This time should be used to verify reasons for non-attendance and challenge/support pupils to attendance regularly. Records should be kept and logged on SIMS

6) Tracking and Monitoring
   a) DSL/Attendance Leads compile student attendance data on their school attendance tracking spreadsheet. This is updated weekly and shared with Keyworkers to inform their conversations with pupils during Attendance Support plan meetings/reviews.
   b)   The DSL/Attendance Lead collates and reviews whole school attendance data half termly. This is shared with governors and appropriate actions are feedback to leaders across the school
   c) The DSL/Attendance Lead meets with the attendance team at each school Bi-monthly. Cases are reviewed and discussed and escalation procedures i.e. Prosecution Letters re actioned

7) Intervention
Keyworkers and School Leaders use attendance data provided by Welfare Coordinators to inform intervention
<90% attendance - Attendance Support Plan is initiated and monitored by the Keyworker (Pupil should be met with *at least weekly* to review targets and update the support plan)
<74% - Behaviour Mentors and/School Deputy meets with parents/carers formally to complete *Attendance Intervention Meeting*
< 60% - School Deputy/Attendance Officer meet with parents/carers and review *Attendance Intervention Meeting* process and refer to EWO and/or Family Support

8) Family Support
   a) Pupils at risk of underachievement as a result of persistently poor attendance should be referred to the Family Support Worker service. This is part of a graduated response. Behaviour Mentors and Keyworkers should explore less intensive interventions prior to making a referral.
   b) Family support workers identify additional needs and develop a pupil and family focused action plan to improve attendance. This is monitored weekly and may include referrals to external services.

9) Rewards
Behaviour Mentors and Keyworkers set appropriate attendance targets and work together to monitor progress towards these targets. If successful Pastoral Leads issue reward (£5 per half term)
This needs to be recorded on the school attendance tracking spreadsheet by the Welfare Coordinator responsible for attendance.

10) School and Classroom Environment

Pupil attendance is everyone's responsibility. Pupil's should be welcomed to school warmly and greeted at the door. The school and classroom environment should celebrate achievement and a be a clean, safe space for pupils to enjoy learning

APPENDIX 4
ATTENDANCE ACTION PLAN- 2 DAY ABSENCE

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                    ┌──────────────────────────┐              ┌────────────────────────────────┐
                    │  PUPIL ABSENT FOR 2       │              │  WHERE PUPIL IS EAL CONTACT    │
                    │  DAYS/SESSIONS WITHOUT    │              │  NCAT FOR SUPPORT IN           │
                    │  NOTIFICATION             │              │  INDENTIFYING PUPIL IS SAFE AND│
                    └──────────────────────────┘              │  WELL                          │
                                │                             └────────────────────────────────┘
                                ▼
                    ┌──────────────────────────┐              ┌────────────────────────────────┐
                    │  HOME VISIT               │              │  WHERE PUPIL SUBJECT TO CP/CIN │
                    └──────────────────────────┘              │  (OR OTHER SAFEGUARDING        │
                                                              │  ISSUES) OR LAC CONTACT SOCIAL │
                                                              │  WORKER TO ESCALTE             │
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PUPIL ABSENT FOR 2 DAYS/SESSIONS WITHOUT NOTIFICATION

HOME VISIT

WHERE PUPIL IS EAL CONTACT NCAT FOR SUPPORT IN INDENTIFYING PUPIL IS SAFE AND WELL

WHERE PUPIL SUBJECT TO CP/CIN (OR OTHER SAFEGUARDING ISSUES) OR LAC CONTACT SOCIAL WORKER TO ESCALTE

RESPONSE RETURN TO SCHOOL

NO RESPONSE AFTER 2 FURTHER WORKING SESSIONS/DAYS

WHERE NO RESPONSE DURING HOME VISIT CONTACT NEIGHBOURS

DISCUSS IF FURTHER ACTION NEEDED & MONITOR

HOME VISIT WITHIN 2 WORKING DAYS

RESPONSE DISCUSS REASON FOR ABSENCE AND LETTER

NO RESPONSE LEAVE SLIP AND REVISIT FOLLOWING DAY IF POSSIBLE

ALL ACTION TAKEN AND (NO REPONSES) SHOULD BE LOGGED ASAP ON SIMS ATTENDANCE NOTES

RESPONSE DISCUSS REASON FOR ABSENCE AND LETTER

NO RESPONSE CONTACT ATTENDNACE LEAD TO FOLLOW CME PROCESS

Appendix 5 Parent Agreement School Attendance

Pupil:_____ Date of birth:_____

Year Group_____ Date of meeting:_____

Parent name:_____ Date of birth:_____

The School have a clear policy and protocol in place to address school attendance. Any attendance concerns are taken very seriously. It is important to us that your child attends school regularly and on time to ensure they meet their potential and achieve their proposed outcomes.

This is an agreement that highlights our expectations around school attendance and shows us your understanding of the process that may be followed should your child not attend school regularly and the consequences of not doing so.

We work to support young people and families in the best way we can. We hope that should there be any issues or concerns that prevent your child coming to school, that these are highlighted to enable us to help support you with this matter.

I have been given a copy of the attendance procedure:	Yes	No
I understand the attendance procedure and that term time holidays are NOT allowed other than for explicit exceptional circumstances. You may incur a penalty notice and/or court acti̇ by taking your child out of school during term time.	Yes	No
I have been given the opportunity to discuss any concerns regarding school attendance.	Yes	No
I understand my responsibility in ensuring my child attends school regularly and on time	Yes	No
I will contact school on the first day of any absence	Yes	No

> **Other Notes:**
>
>
>
>

Name of Parent/Carer:_____

Signature of Parent/Carer:_____

Date:_____

APPENDIX 6- Register codes
The Respect Collaboration of Schools follows DfE guidance on coding absence and attendance on school registers

Register Code	Description
/	Present AM
\	Present PM
L	Late (before registers closed) marked as present
I	Authorised absence due to illness (NOT medical or dental etc. appointments)
M	Authorised absence due to medical/dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence due to traveller absence
H	Authorised absence due to agreed family holiday
E	Authorised absence as pupil is excluded, with no alternative provision made
C	Authorised absence as pupil is absent due to other authorised circumstances
B	Approved education activity as pupil being educated off site (NOT dual registration)
D	Dual registered (at another establishment) - NOT counted in possible attendances
J	Approved education activity as pupil is attending interview
P	Approved education activity as pupil is attending an approved sporting activity
V	Approved education activity as pupil is away on an educational visit or trip
W	Approved education activity as pupil is attending work experience
G	Unauthorised absence as pupil is on a family holiday, NOT agreed, or is taking days in excess of an agreed family holiday
U	Unauthorised absence as pupil arrived after registers closed
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided

X	Non-compulsory school age absence - not counted in possible attendances
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances
Z	Pupil not yet on roll - not counted in possible attendances
#	Planned whole or partial school closure - NOT counted in possible attendances