



MacIntyre Academies Quest Academy

Attendance Policy

Version:	Changes/Updates	Responsibility:	Date:
V7	Amended attendance response tiered approach. Pg. 11,12,13 Monitoring daily attendance and late arrivals through action plans and new levels of communication. Pg. 8 paragraph 6/ Pg.10 paragraph 2 Monitoring and evaluation BASS meetings removed Pg.13 SLT involvement clarified.	Assistant Principal	Jan 24

Person Responsible: Principal
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Attendance Policy

1. Introduction

Quest Academy is committed to providing an education of the highest quality for all its learners and recognises this can only be achieved by supporting and promoting excellent school attendance. We believe that key to good attendance is to ensure that our culture encapsulates our mission to ensure that learners understand and recognise the qualities they bring to the school community as well as the potential to become better versions of themselves. By focussing on the value, they bring this then helps all learners to feel a sense of belonging and valued and part of something bigger than themselves.

Our curriculum has been designed to ensure that learners enjoy their learning and develop the skills needed to become successful learners. This in turn ensures learners have the self – efficacy and resilience required to have positive experiences in school. As many of our learners at Quest have had adverse experiences of school key we focus on how we can support positive learning experiences through a range of different opportunities and experiences.

By creating a culture of safety where our core values of compassion, ambition and partnership underpin our behaviours, actions and decisions we are able to create a compelling culture that enables all to succeed.

Missing education and missing out on lessons has a significant impact on learners' outcomes and as a school we are committed to working in partnership with a range of stakeholders to ensure every child attends school and lessons regularly.

As a school we understand that the entire academy community has a responsibility for promoting excellent attendance: parents, carers, learners and all school staff and other agencies.

Quest Academy holds both admissions and attendance registers. The computerised admission register is printed out at least yearly and bound into annual volumes. Computerised attendance registers are printed at least once a month. Monitoring procedures are actioned at key trigger points and also record both late and daily attendance through school attendance action plans. The registers and action plans must be kept safely, preferably in a fireproof container or metal cabinet. Where a correction is made to an original entry in a computerised register, prints of the register made after the correction must clearly distinguish between the original entry and the correction.

2. Legislation and guidance

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

The Education Act 1996 The Education Act 2002

The Education and Inspections Act 2006

The Education (Pupil Registration) (England) Regulations 2006

The Education (Pupil Registration) (England) (Amendment) Regulations 2010 The Education (Pupil Registration) (England) (Amendment) Regulations 2011 The Education (Pupil Registration) (England) (Amendment) Regulations 2013 The Education (Pupil Registration) (England) (Amendment) Regulations 2016 The Education (Penalty Notices) (England) (Amendment) Regulations 2013

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

This policy complies with our funding agreement and articles of association.

3. Academy's Roles and Responsibilities

All staff at Quest Academy have a key role to play in supporting and promoting excellent school attendance and will work to provide an environment in which all learners are able to learn and feel valued as members of our learning community. Staff also have a responsibility to set a good example with their own attendance and punctuality.

4. Admissions Register

The admission register is electronic and contains an index in a clearly identified order and the following information:

- Learner's full name
- Learner's gender
- The name and address of every person known to be a parent of the learner (this should include those with parental responsibility who live at a different address). Against the particulars of any parent with whom the learner normally resides there should be an indication of that fact and a note of at least one telephone number at which the parent can be contacted in an emergency.
- Day, month and year of the Learner's birth
- Day, month and year of the Learner's admission or re-admission to the school.
- The name and address of any previous school attended by the learner.

5. Deletion of a Learner's Name from the Admission Register DfE guidance

As all learners at Quest have an EHCP the school will liaise with the Local Authority before removing any child from the admission register.

Circumstances in which a learner should be deleted from the admission register are as follows:

- When the learner has been registered at another school. This may not take place until registration at the new school has taken place and must not occur as a result of a parent merely expressing an intention.
- When the learner has attained statutory school leaving age and ceases to attend.
- When a learner has ceased to attend the school and the school has received written notification from the parent that the learner is receiving education otherwise than at school. As learners all have an EHCP the parent/carer must in addition to make a request to the Local Authority to gain permission for this to happen. A Panel will adjourn to discuss whether the education being provided by the family ensures that the objectives outlined on the EHCP can be met.
- When a learner has ceased to attend and is no longer ordinarily resident within a reasonable distance from the school, the learner's name may be deleted following a decision by the Authority. It must be established that the learner has moved away.
- When a learner has been continuously absent for four weeks or more and both the school and the Authority have failed to locate the learner at their last known address.
- When a medical professional has certified that that the learner is unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age.
- When a learner has been continuously absent for not less than four weeks and is detained by a court order.
- When a learner dies.

At all times a learner is never taken off roll without confirmation from the Local Authority to do this.

A learner's name must not be deleted from the admission register in the following circumstances:

- To avoid exclusion procedures.
- If the learner is registered at that school in accordance with the requirements of a School Attendance Order, unless that order is revoked by the Authority.

- A learner's name may only be deleted from the attendance register when that learner's name has been deleted from the admission register.

6. Permanent Exclusion

In the case of a permanent exclusion, the learner remains on the roll of the school until:

- The appeals period has elapsed and no appeal has been made or;
- The parent has stated in writing that no appeal will be made or;
- An appeal made within the time limit has been determined and the exclusion decision upheld.

The learner will not be taken off roll until they have written confirmation from the Chair in line (section 7 of the statutory guidance)

7. Attendance Registration

The school is required to mark the attendance register twice each day: at the start of the day and at the start of the afternoon session. The attendance registers using the prescribed codes (shown below).

Registration at Quest starts at 9 am and closes 9.30 am. Attendance modifications can be made with the agreement of the Principal in regards to inclement weather, for long distances learners travel, temporary travel issues etc and registration will close at 10 am.

Afternoon registration starts at 1:00pm and closes at 1:15.

8. Attendance responses in relation to COVID 19 (2022):

[Addendum: recording attendance in relation to coronavirus \(COVID-19\) during the 2021 to 2022 academic year \(Updated 6 January 2022\)](#)

[Recording non-attendance related to coronavirus \(COVID 19\)](#)

Register Codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
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Authorised absence

C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness

M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and Traveller absence	Pupil from a Traveller community is travelling, as agreed with the school

Unauthorised absence

G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency (including staff striking), or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half- term/bank holiday/INSET day

Covid-related attendance codes (2021-22):

Maps to	Code	Description in Arbor	When should this code be used?
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X Displayed as X in Census, attendance certificates and CTFs	X01	Non-compulsory school age pupil not required to be in school	Sessions non-compulsory school age children are not expected to attend.
	X02	Self-isolating COVID-19 symptoms	Students self-isolating because they have symptoms of coronavirus but they have not yet had a positive test.
	X05	Quarantine requirement	Student required to be in quarantine on arrival in, or return to, the UK.
	X06	Shielding	Students who have been identified as clinically vulnerable and advised that they should not attend school.
	X07	Government attendance restrictions	To be used for national restrictions to education settings in line with Government advice.
	X08	Advised by Public Health Directors not to attend school	To be used for local restrictions to education settings in line with advice from Directors of Public Health.
	X09	NHS test and trace required self-isolation	Student required to self-isolate due to contact with a confirmed case, by NHS test and trace.
	X	Non-statutory school age absence or covid-related absence	Where possible, use one of the other codes to enable reporting on your Covid-19 Dashboard. This code can be used for covid-related absences not covered by the codes above
I Displayed as I in Census, attendance certificates and CTFs	I01	Illness	Students absent due to non-coronavirus related illness
	I02	Illness - Confirmed case of COVID-19	This is for pupils who have a confirmed case of coronavirus.
	I	Illness	Where possible, use one of the other codes to enable reporting on your Covid-19 Dashboard. This code can be used for illness not covered by the codes above.

9. Categorising Absence

A mark will be made in respect of each learner during registration. Any learner who is not present at this time will be marked unauthorised absent unless leave has been granted by the school in advance or the reason for absence is already known and accepted by the school as legitimate. Where a reason for absence is given and accepted by the school at a later stage, the register will be amended in such a way that the original entry and the amendment/correction are distinguishable.

Quest Academy administrative staff will amend the registers to indicate lateness if a learner arrives after the register closes.

The academy recognises the clear links between attendance and progress, and attendance and safeguarding. If absence is frequent or continuous, and except where a learner is clearly unwell, staff at Quest Academy have the right to challenge parents about 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 child's home does not mean an absence becomes authorised. The decision whether or not to authorise an absence **will always rest with the Principal**.

A tiered approach response to attendance is in place to ensure that both late arrivals and daily attendance is monitored daily/weekly/monthly and this is managed through action plans and new levels of communication. This is a supportive capacity that is to be communicated initially by phone calls and e-mail followed by a series of tiered letters and meetings if absence is persistent and not addressed.

Authorised Absence

Absences will be authorised in the following circumstances

- a) Where the school is satisfied that the child is too ill to attend.
- b) Where the child has a medical appointment (although parents and carers are encouraged to make these out of school hours wherever possible, and to return their child to school immediately afterwards – or send him/her to school beforehand)
- c) Where there is an unavoidable cause for the absence which is beyond the family's control, e.g. extreme weather conditions.
- d) The absence occurs on a day exclusively set aside for religious observance by the religious body to which the learner's parent belongs.
- e) In other **exceptional circumstances** (e.g. a family bereavement) and **for a very limited period**.

Absences will be **considered** if and advance request has been made because:

- A learner is involved in an **exceptional** special occasion e.g. family wedding.
- In **exceptional** circumstances, where permission has been granted for a family holiday for which the parents or carers have sought permission in advance.
- Although considered requests for holidays and special occasions during term time will not necessarily be granted, the school will consider a request for up to 5 days per year if:
 - The learner has over 92 % attendance at the time of application (at the discretion of the Principal during the Pandemic)
 - Has a letter from the GP evidencing the benefits of holidays during term time
 - The current local authority guidance suggests that this is acceptable
 - The Group Director (Chief Executive Officer) supports the request

10. Unauthorised Absence

Except in the circumstances described above (a-e), and where applications are made but rejected, absences will be unauthorised. Some examples of reasons for not authorising absence would be:

- No explanation has been given by the parent or carer.
- The academy is not satisfied with the explanation.

- The learner is shopping during school hours.
- The learner is absent for unexceptional reasons, e.g. waiting for the gas man.
- The learner is absent from school on a family holiday without prior permission.

Parents/carers can be issued with a fixed Penalty Notice or prosecuted for unauthorised absence including holidays.

11. Children Missing in Education

- Where a learner has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to Warwickshire County Council 's Education and Learning Business Unit at 01926 742036 or via e mail to cme@warwickshire.gcsx.gov.uk.

Reasonable steps to be taken by school staff include:

- Telephone calls to all known contacts (parents are asked to provide a minimum of two emergency contacts in the event of children not arriving at school without prior notification and also for other emergency purposes).
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the pupil/family All contacts and outcomes will be recorded on the learner's file

12. Learners out of school for long periods of time due to ill health or injury

Our family Footings Team will work closely with families to support them find the most appropriate solution and work with other agencies to ensure that the learner receives an appropriate education during a long period of illness and/ or injury. (Please refer to the school's supporting children with medical needs policy for further information on how the school supports learners with medical needs)

13. Child Protection Concerns

If there are any child protection concerns these will be discussed with the Designated Safeguarding Lead (DSL) on the first day of absence. The DSL will decide on the appropriate steps.

Collection and Analysis of Data

A member of the school's office staff will ensure that attendance data is complete and accurate. The Safeguarding and Wellbeing Lead and members of the Family Footings Team will analyse the data provided by the office team and report this to the Principal. The Principal will ensure that appropriate action is taken to improve attendance.

The tiered approach to attendance is in place to ensure that both late arrivals and daily attendance is monitored daily/weekly/monthly and this is managed through action plans and new levels of communication. This is a supportive capacity that is to be communicated initially by phone calls and e-mail followed by a series of tiered letters and meetings if absence is persistent and not addressed.

Accurate attendance returns are made to external agencies within the stipulated time frame. The LA support through termly meetings with an allocated attendance officer who supports positive attendance and analyses attendance data.

The Principal reports on attendance every term to the Local Advisory Board. The LAB scrutinise the data and hold the Principal to account for their actions to improve attendance.

Why attendance matters Across one school year:

- Less than 5 days absence = 97.3% attendance
- 14 days absence (approx.) = 92.6% attendance
- 20 days absence (approx.) = 89.4% attendance
- 30 days absence (approx.) = 84.2% attendance

If a child achieves 80% attendance this means that they have missed approximately 39 days of education over the academic year, averaging 1 day per week.

When a learner's attendance falls below 85% they will be placed on an Attendance Action Plan unless their absence is related to a serious one-off illness or an ongoing illness which requires them to attend regular medical appointments and /or hospitalisation

The Department for Education (DfE) published [research](#) in 2016 which found that:

- The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.
- Pupils with **no absence** are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Pupils with **no absence** are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons

Whilst the GCSE grading has now changed to a 1-9 POINT system it is clear that there is a clear link between attendance and attainment.

14. Systems and Strategies for Managing and Improving Learner Attendance

1. On a daily basis office staff will go through the registers between 9.30 am and 10.00 and any absences will be noted. If no explanation has been received, the school will attempt to contact the parent or carer.
2. If the learner returns to school with no explanation of the absence from their parent or carer, a letter will be sent requesting this information.
3. If a pattern of concern re attendance develops, the class team and/or a member of the Family Footings Team will speak to the parent or carer about their child's pattern of absences
4. Letters of concern are sent to parents/carers when their child's attendance falls below 90%. Please see the staged approach table for further detail.
5. If there is no significant improvement, the Principal will contact the parents and carers and invite them into school to discuss attendance.
6. Once point 5 is reached the Warwickshire Attendance Service (WAS) team should receive copies of all previous attempts made.

Tiered approach to attendance		
Aspirational	95% Attendance	Weekly class updates and celebration of attendance. Termly certificates for outstanding attendance.

Expected	90%	<p>Phone call /Text home</p> <ul style="list-style-type: none"> Express concern about emerging attendance concern Advising of current attendance figure Outline gaps in learning and/or attainment due to absences Welcome parents/Carers to discuss attendance Record conversation on internal records i.e. CPOMS
Stage 1	85%	<p>Letter 1 will be sent to parents/carers:</p> <ul style="list-style-type: none"> Expressing concern about attendance Informing the parents/carers of current attendance Enclosing a registration certificate Reminding parents/Carers of their legal responsibilities and the nature of 'persistent absence' Welcoming the parents/Carers to arrange contact the school if they wish to discuss attendance further. Record conversation and documents sent, on internal records i.e., CPOMS <p>Attendance is monitored for a fixed period of 4 weeks.</p>
Stage 2	80%	<p>Letter 2 will be sent to parents/carers:</p> <ul style="list-style-type: none"> Informing parents/Carers of ongoing concern about attendance Informing the parents/carers of current attendance Enclosing a registration certificate Reminding parents/Carers of their legal responsibilities and the nature of 'persistent absence' Notifying parents/carers that the child's attendance is being monitored and of the duration of the monitoring period. To contact parents/carers, to gain further insight into the absences, and offering support. Welcoming the parents/Carers to arrange contact the school if they wish to discuss attendance further. Record conversation and documents sent, on internal records i.e., CPOMS <p>Attendance is monitored for a fixed period of 4 weeks.</p>
Stage 3	75%	<p>Letter 3 will be sent to parents/carers:</p> <ul style="list-style-type: none"> Informing parents/Carers of ongoing concern about attendance Informing the parents of current attendance Enclosing a registration certificate Reminding parents/Carers of their legal responsibilities and the definition of 'persistent absence' Requesting that the parents /carers provide medical evidence of absence for illness, to enable the school to consider the authorisation of absence. <p>Meeting with parents/carers and potentially child:</p> <ul style="list-style-type: none"> Inviting parents/Carers to an appointment with the Attendance Lead on a specific date, with the purpose of discussing attendance, agreeing an action plan of support, considering whether it may be appropriate to involve outside agencies, and setting an internal school attendance target.

		<ul style="list-style-type: none"> • Notifying parents/Carers that should they chose not to attend or be unable to attend, the meeting may take place without them and a target set. • Action Plan to be created and shared with parents/carers. Agreeing timeframe on when attendance is to improve, clear and achievable targets that support both the child and the parents/carers. • Offering Early Help as a framework to capture household issues and support with school attendance. • Agree a review date with parents/carers. • Record conversation and documents sent, on internal records i.e., CPOMS
Stage 4	Under 50%	<p>Letter 4 will be sent to parents/carers requesting a meeting with the Principal.:</p> <ul style="list-style-type: none"> • Informing parents/Carers of ongoing concern about attendance and unmet targets from review meeting. • Informing the parents /Carers of attendance during the target period. • Enclosing a registration certificate • Notifying parents/Carers that the school intends to discuss their child's attendance with the Warwickshire Attendance Service Team (WAS) • Parents/carers to provide evidence of medical appointments, time off with illness to confirm reasons for absence. <p>Meeting with parents/carers and potentially child:</p> <ul style="list-style-type: none"> • Inviting parents /Carers to an appointment with the Principal on a specific date, with the purpose of discussing attendance, reviewing the current action plan, agreeing further targets support, considering whether it may be appropriate to involve outside agencies, and setting an internal school attendance target. • Notifying parents/Carers that should they chose not to attend or be unable to attend, the meeting may take place without them, and a target set. • Action Plan to be created and shared with parents/carers. Agreeing timeframe on when attendance is to improve, clear and achievable targets that support both the child and the parents/carers. • If declined at previous stage, offering Early Help as a framework to capture household issues and support with school attendance. • Agree a review date with parents/carers. • Record conversation and documents sent, on internal records i.e., CPOMS. • A Parenting Contract to be put in place. 4 weekly reviews.
Stage 5	During a monitoring period, attendance improves.	<p>A Letter of Praise will be sent to parents/Carers:</p> <ul style="list-style-type: none"> • Informing the parents of attendance during the monitoring period. <p>Notifying parents/Carers that the school will continue to monitor attendance to ensure sustained improvement.</p>

15. Monitoring and Evaluation

At the end of each week our attendance officer analyses the school's attendance data in preparation for the weekly safeguarding meetings where attendance is discussed. During these meetings the safeguarding team discuss any learners whose attendance falls below 90% and /or where there are patterns of absence emerging. Data is analysed by SLT and decisions on next stage of process is made.

16. Celebrating Attendance

Form classes who achieve 100 % attendance receive weekly certificates. Form classes who achieve 100% attendance in a term are invited to tea and cakes with the Principal.

At the end of term celebration assembly all learners with attendance above 95% receive an attendance certificate. Learners who have made significant progress with their attendance are also recognised.

17. Lateness

Pupils must attend registration on time to be given a present mark. Arrival after the start of morning registration but before the close will be given an 'L' code and an appropriate sanction will be given in accordance to the Academy's Behaviour and Standards Policy.

Registers close 30 minutes after the start of morning registration, if pupils arrive after this time they will be given an unauthorised absence 'U' code in the register. unauthorised absence.

It is the initial responsibility of parents/carers to ensure their child attends school on time. Class teachers/Tutor to address the issue of persistent lateness with the learner and their parent/carer. Learners who arrive late without a genuine reason will be given a sanction in accordance with the Academy's Behaviour and Standards policy. In the circumstances of a learner being persistently late before the close of the register, the Academy's sanctions having no effect on the lateness and the parents/carers failing to support the Academy by ensuring that their child arrives on time, then the parents/carers will be informed in writing that these late arrivals will be recorded as unauthorised absences and they will be made aware of the consequences of this action.

Lateness could result into poor academic achievement, disruption in class, difficulty in catching up lessons missed, reduced ability to meet instructional target and opportunities are missed to obtain maximum benefit from education.

Punctuality is important because It also gives learners the chance to become successful in life. It teaches us the essence of time and makes learners aware of its value.

Parental Responsibility

Parents have a legal duty to ensure that their children attend school regularly and arrive on time. Parents/carers are asked to contact the school if they are experiencing difficulties getting their child to school

18. Parents' and Carers' Responsibilities

The prime responsibility for ensuring children receive an appropriate and full-time education rests with parents and carers (defined by the Education Act 1996 as those with parental responsibility and those who have the care of a child), who will be supported and encouraged by Quest Academy.

The Education Act 1996 states that all children should attend school regularly and punctually. Section 444 of the Act says :-

"If a child of compulsory school age who is a registered learner at a school fails to attend regularly at the school, his parent is guilty of an offence".

(NB Where the Education Act refers to "he", it also means "she") Quest Academy expects parents and carers will:

- Ensure their child(ren) attend the academy regularly.
- Support their children’s attendance by keeping requests for absence to a minimum.
- Not expect the academy to automatically agree any requests for absence, and not condone unjustified absence from school.

Parents and carers will also be expected to:

- Notify school by telephone and or via the attendance app (class team or main office) on the first day of any absence. If no contact is made by the second day a “safe and well” phone call/ visit will be made by the Family Footings Team. If no one is home every attempt will be made to find out further information from neighbours or family. If no progress is made we will contact the Child Missing in Education team and the Multi-Agency Warwickshire Safeguarding Hub (MASH).
- Ensure their child arrives at the academy on time, in uniform and with the right equipment for the day.
- Work in partnership with the academy, for example by attending parents’ and carers’ meetings and consultations, taking an interest in their child’s work and activities.
- Contact the academy without delay if they are concerned about any aspects of their child’s school life. Quest Academy will endeavour to support parents and carers to address their concerns.

19. Conclusion

Regular school attendance is a necessary contributor to ensuring positive outcomes for all children. These include:

- Good school attendance supports children in reaching their maximum potential and enjoying the fulfilment this brings.
- The best way to safeguard children is to ensure they attend school regularly.
- Regular attendance at school supports children’s emotional and social health and development.
- The school curriculum teaches children to be healthy.
- Schools and academies have a statutory duty to promote the safety and welfare of children.
- Membership of a school community builds confidence, gives children a sense of belonging and teaches them to contribute to and be responsible for the well-being of others.
- Good school attendance supports engagement in further education, employment or training in the future, which in turn helps to support a prosperous and fulfilling life-style

20. Reviewing the Policy

The academy will review this policy each year.

21. Equality Impact Assessment

This policy has been screened for potential adverse impact on specific groups within the school community. It is not believed that this policy will have any such adverse impact.

22. Updates at previous reviews:

Version	Purpose/ Change	Resp	Date
V5	Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2021 to 2022 academic year (Updated 6 January 2022) – Link added before registration codes (page 4)	TO	Jan 2022
V5	Recording non-attendance related to coronavirus (COVID 19) (page 4)	TO	Jan 2022
V5	Registration codes and scenarios updated from DfE guidance (page 4-6)	TO	Jan 2022
V5	Improving school attendance: support for schools and local authorities – Appendix 2 Clarification re taking learners off roll	TO/NW	Jan 2022
V6	Introduction re written and additional information added to the education children at home to reflect the processes required for children who have an EHCP. Additional sentence re processes taken when taking a learner off roll. Amendments made to reflect current practice.	TO/NW	Jan 2023

Appendix 1 - A guide for parents and carers

1. When does my child need to be in school?

- School opens for learners at 8.45 a.m. Your child should be ready in good time for the school transport to ensure that they arrive on time. The school day starts promptly at 9am

2. Does the school need letters explaining my child's absence or will a phone call do?

- We would expect a parent/carer to either use the school attendance app/ telephone the school on the first day of absence before 9.15 am . If you do not phone us, we will try to contact you.
- If we do not receive an explanation, or if the explanation is unsatisfactory, we will not authorise the absence, and this will be shown on your child's end of year attendance report.

3. What reasons will the school accept for absences?

- a. Illness
- b. Dental/medical appointment (Please make routine appointments after school or during the holidays, wherever possible)
- c. Day of religious observance
- d. Family bereavement
- e. **Exceptional** special occasions, e.g. a family wedding, where permission has been granted in advance using a Leave of Absence Request form
- f. Other **exceptional** circumstances, where permission has been granted in advance using a Leave of Absence Request form
- g. Attending an interview e.g. for college

Except in the case of illness, you should ask for permission for your child to miss school well in advance, giving full details. In cases of recurring absences through illness you may be asked to produce a medical certificate.

4. What is unacceptable?

- The academy reserves the right not to authorise absence for day trips, visiting relatives, shopping or birthdays.

5. Will the academy contact me if my child is absent?

- We would expect a parent or carer to telephone the school before 9.15 am on the first day of absence. If you do not phone us, we will try to contact you. This is to ensure your child's safety as well as their regular school attendance. If we do not receive an explanation, or if the explanation is unsatisfactory, we will not authorise the absence, and this will be shown on your child's end of year attendance report.

If we are concerned about aspects of your child's attendance or punctuality we will contact you to discuss the best way forward