THE STONEHENGE SCHOOL

ATTENDANCE POLICY
2024

Review Frequency	ANNUAL
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Published On School Website	YES

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Contents

1. Aims

At the Stonehenge School, we acknowledge that regular attendance and punctuality are imperative to nurturing student wellbeing as well as securing academic success. We are therefore committed to meeting our obligations with regards to school attendance including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024). This commitment is embedded in our whole school culture and values which emphasises the importance of removing barriers to success.

This includes:

- Promoting good attendance.

- Reducing absence, including persistent and severe absence.

- Ensuring every pupil has access to the full-time education to which they are entitled.

- Acting early to address patterns of absence.

- Building strong relationships with families to ensure pupils have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The Governing Board

The Governing Board is responsible for promoting the importance of school attendance across the school's policies and ethos as well as setting high expectations of all school leaders, staff, pupils and parents. They will ensure that school leaders fulfil expectations and statutory duties, including:

- Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority.

- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate.

- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.

- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs.

- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.

- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.

- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs.

- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.

- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
  - Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

- Holding the Headteacher to account for the implementation of this policy

The Governing Board have a named Governor whose role is to link with the Deputy Head responsible for Attendance, have oversight of the policy, and review staff training on attendance.

3.2 The Headteacher

The Headteacher is responsible for the implementation of this attendance policy and will support staff to fulfil their roles in relation the attendance policy. The Headteacher will

monitor the impact of attendance strategies through regular scrutiny of school-level absence data. It is the Headteacher's responsibility to report on attendance to the Governing Body. The Headteacher also has responsibility for:

- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND.
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs.

The Headteacher will continue to communicate the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels. Where necessary the Headteacher will issue fixed penalty notices.

3.3 The Designated Senior Leader responsible for attendance

The Deputy Headteacher in charge of Behaviour and Attendance leads on attendance across the school. This includes leading, championing and improving attendance across the school. They will do this by:

- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff.
- Liaising with pupils, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers.
- Delivering targeted intervention and support to pupils and families.

The designated senior leader responsible for attendance is Fiona Staker and can be contacted via email stakerf@stonehenge.wilts.sch.uk

3.3 The Attendance Officer

The school attendance officer ensures that all attendance data is recorded accurately and in line with the school's legal responsibility. The attendance officer will provide tutors with attendance data for their tutees on a weekly basis. They will also provide a whole school attendance report to the senior leadership team on a weekly basis. In collaboration with the education welfare service, the attendance officer will work towards reducing persistent absence and advise the Headteacher when to issue fixed penalty notices

The attendance officer is Mrs Bush and can be contacted via email:

absence@stonehenge.wilts.sch.uk

3.5 Teachers/Form Tutors

Form teachers are responsible for recording attendance for morning sessions and class teachers are responsible for recording the afternoon sessions. They will do this on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office once the register is complete. Tutors and Class teachers also have a responsibility to record any periods of lateness and follow these up in line with the behaviour policy.

3.6 School Admin Staff

The Stonehenge school admin staff will take calls from parents about absence on a day-to-day basis and record it on the school system. They will remind parents about the correct procedures to follow to report absences. They may also transfer calls from parents to the progress leader in charge of the year group in order to provide them with more detailed support on attendance.

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not.
- All those who have parental responsibility for a child or young person.
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them).

Parents/Carers are expected to support the school with implementing the attendance policy.

They should do this by:

- Ensuring their child attends every day on time.
- Calling the school to report their child's absence before 8.30 on the day of the absence (and each subsequent day of absence), and advise when they are expected to return.
- Providing the school with more than 1 emergency contact number for their child.
- Ensuring that, where possible, appointments for their child are made outside of the school day.

Seek support, where necessary, for maintaining good attendance, by contacting the relevant pastoral manager who can be contacted via the main reception on **01980 623407**.

3.8 Students

Students are expected to:

- Attend school every day on time.
- Attend every timetabled session on time.

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not.
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances.

We will keep every entry on the attendance register for 6 years after the date on which the entry was made. The school day starts at 8.30 and ends at 15.00

Pupils must arrive in school by 8.27 on each school day.

The register for the first session will be taken at 8.30 and will be kept open until 8.50 The register for the second session will be taken at 14.00 and will be kept open until 14.05.

4.2 Unplanned absence

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30 or as soon as practically possible.

Parents/Carers can either call **01980 676650** ,email **absence@stonehenge.wilts.sch.uk** or use **ClassCharts.**

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription,

appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

Parents should notify school in advance by email **admin@stonehenge.wilts.sch.uk**, for the attention of the attendance officer

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code.

- After the register has closed will be marked as absent, using the appropriate code.

Lateness to school and/or lessons will accrue minus points that are recorded in Class Charts. In exceptional circumstances these can be removed by the Progress Leader. In line with our behaviour policy, lateness may result in a detention.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.

- Identify whether the absence is approved or not.

- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session.

- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer.

- Fill in a CME form after 10 days of unexplained absence and involve the relevant authorities.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer.
- Where support is not appropriate, not successful, or not engaged with issue a notice to improve/ penalty notice, or other legal intervention (section 5.2) as appropriate.

4.6 Reporting to parents

Parents have daily access to attendance data though ClassCharts. Furthermore, the school will inform parents about their child's attendance and absence levels though termly

progress reports. School concerns will be raised as they arise through the pastoral system, notably once a child's attendance dips below 95%.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The Headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad.
- Attending an interview.
- Study leave.
- A temporary, time-limited part-time timetable.
- Exceptional circumstances.

A leave of absence is granted at the Headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as:

- **If a parent is Service Personnel** and is returning from active service in a conflict zone, where it can be supported with evidence from the unit officer that the individual will not be in receipt of any leave in the near future that coincides with school holidays within the next 6 months.
- If the family have recently experienced a **trauma or crisis.**
- Time to visit **seriously ill relatives from immediate family**.
- A **Housing crisis** that prevents attendance.
- **A wedding of an immediate family member**
- **Graduation/Passing out parade of an immediate family member**
- The **death and funeral** of a close relative
- **Out of school programmes** such as music, arts or sport operating at a high standard of achievement such as County level or above.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via **www.stonehenge.wilts.sch.uk/app/uploads/2022/08/Leave-of-Absence-Request-Form.pdf**. The Headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail).

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.

- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.

- If the pupil is currently suspended or excluded from school (and no alternative provision has been made).

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.

- Attending another school at which the pupil is also registered (dual registration).

- Attending provision arranged by the local authority.

- Attending work experience.

- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The Headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks).

- Whether a penalty notice is the best available tool to improve attendance for that pupil.

- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.

- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences.
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996.
- Details of the support provided so far.
- Opportunities for further support, or to access previously provided support that was not engaged with.
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.
- A clear timeframe of between 3 and 6 weeks for the improvement period.
- The grounds on which a penalty notice may be issued before the end of the improvement period.

6. Strategies for promoting attendance

The Stonehenge School has a comprehensive strategy in place reflecting the fact that attendance is a whole school priority. **For a full breakdown of this strategy please refer to Appendix 2.**

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

The Stonehenge school recognises that fostering an inclusive school culture where students feel safe and valued encourages regular attendance. Nevertheless, complex barriers can continue to impact on a child's attendance. School attendance meetings allow for these to be raised and will specifically look if there are in-school barriers that can be addressed through curriculum changes or pastoral support. Where the barriers lie outside the school's influence, the will draw on the support of the wider community such as housing or health services, as well as educational welfare in order to address these.

7.2 Pupils absent due to mental or physical ill health or SEND

Where a child is unable to attend due to mental or physical health, the school will work together with medical professionals to ascertain what course of action will be the most appropriate for the student. The Stonehenge School recognises that pupils with additional needs may face different challenges in attending school. Where this is identified we will discuss and where relevant implement appropriate reasonable adjustments. If attendance of pupils with an EHCP becomes a concern we will inform the child's named Lead Worker.

7.3 Pupils returning to school after a lengthy or unavoidable period of absence

Should a child be unable to attend for a period of time, we will contact you to agree pastoral check ins on the student. During these check ins we will also discuss what may be the most appropriate means to reintegrate a child back into education.

8. Attendance monitoring

The Stonehenge School uses SIMS, ClassCharts and FFT. to monitor both punctuality and attendance.

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance.

- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.

- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.

- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis.

- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below).

- Provide regular attendance reports to the pastoral team to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead).

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.

- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.

- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education .

- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - o Discuss attendance and engagement at school.

- o   Listen, and understand barriers to attendance.

- o   Explain the help that is available.

- o   Explain the potential consequences of, and sanctions for, persistent and severe absence.

- o   Review any existing actions or interventions .

- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.

- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly bythe Deputy Headteacher. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

> Child protection and safeguarding policy

> Behaviour policy

> Children with Health Needs who cannot attend school Policy

Appendix 1: attendance 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
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend

C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law

Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Attendance Strategy

Action Plan for the Improvement of Attendance and the reduction of Persistent Absence at the Stonehenge School

Headteacher: Carole Dean

School Attendance Lead: Fiona Staker

EWO: Karen Mawson

Attendance Officer: Deborah Bush

Philosophy

At the Stonehenge School we recognise that good attendance is key not only to unlocking a student's potential, but is also essential in safeguarding a student and preparing them for the demands of life beyond secondary school. Students need to attend regularly if they are to enjoy the educational benefits provided within the school. Furthermore, as a school we are committed to upholding the statutory requirements regarding attendance. This action plan sets out ways and means we endeavour to work with all stakeholders to improve the attendance of all our students.

DFE

"The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school"

Intent	Time Scale	Action	Person responsible
Attendance to be key priority on all levels	Annually/Ongoing	The leadership team will give high priority to supporting the improvement of attendance and reduction of persistent absences by incorporating **attendance within the SIP**	SMT
	Weekly	The leadership team will give high priority to supporting the improvement of attendance and reduction of persistent absences by having attendance **as a weekly agenda item**	SMT
	Ongoing	The leadership team will give high priority to supporting the improvement of attendance and reduction of persistent absences by having an up to date Attendance Policy is in place and put on the school's website.	FKS
	Termly	Attendance to feature in Headteacher report at each FGB	CAD
	Ongoing	Attendance to feature in fortnightly pastoral line management agenda	FKS
	Weekly	Weekly attendance report to be sent to all staff with an update on progress and areas requiring improvement	FKS
Attendance to be	Ongoing	The teacher has a statutory obligation to mark the register	Teaching Staff

recorded and monitored in line with statutory obligations		regularly and accurately each time the register is opened and submit data to the attendance officer as agreed in the Attendance Policy	
	Daily	The attendance officer will check the absence line and registers for absentees daily both morning and afternoon	Mrs Bush
	Fortnightly	EWS to monitor registers and appropriate use of codes	EWS
	Fortnightly	EWS to meet fortnightly with attendance officer and Deputy Head in charge of attendance	EWS/FKS/Mrs Bush
	Weekly	Progress Leaders and Assistant Headteachers to analyse weekly FFT Aspire 360 report, identifying particular trends surrounding sub groups/ and or patterns attendance	Progress Leaders
	Termly	Progress Leaders to produce attendance analysis to SMT with agreed actions	Progress Leaders
Importance of attendance raised with all stakeholders as well as up to date and accessible information on a student's attendance.	Ongoing	Up to date attendance information is on the school website with term time dates.	Mrs Harker
	Bi- Annually	A school leaflet about the importance of good attendance to be circulated to parents.	Mrs Bush
	Ongoing/weekly	Attendance Diamonds to be displayed in tutor rooms with weekly updates forming part of tutor session	Tutors
	Termly	Attendance flagged up in progress reports, highlighting the impact of good attendance as well as a termly breakdown of a student's attendance.	Mr Webb
	Daily	ClassCharts provides all stakeholders up to date attendance data.	Mr Webb
Poor attendance to be challenged in a systematic manner	Day 1 of absence or	The attendance officer will send out First Day Calling Contact	Mrs Bush
	Day 3 of unexplained absence or concerning absence	Pastoral Manager to make a phone call home	Pastoral Managers

	Student dips below 95%	Tutor to have an informal conversation- Letter sent home	Tutors
	Student dips below 93%	Progress Leader to have an informal conversation and Pastoral Manager to call home and talk through SAM process.	Progress Leaders
	Student dips Below 90%	SAM 1 with Pastoral Manager SAM 2 with Progress Leader Attendance still remains below 90%- refer to EWS and / or issue penalty notice letter	Pastoral Team
	Ongoing	Pastoral Teams to complete work surrounding issues that are identified as barriers to attendance including referral to outside agencies such as camhs, banardos etc.	Pastoral Team
	Ongoing	Pastoral Teams to consider use of minibus to pick up non attenders	Pastoral Team
	Ongoing	All actions to be recorded on Class Charts as well as on attendance spreadsheet	Pastoral Team
Persistent absence to be challenged in a systematic manner	10 unauthorised sessions	Attendance officer to send fixed penalty notice warning letter	Mrs Bush
	Student persistently below 90%	Should a student remain below 90% despite support generated through SAMs and LAAMS, Deputy Headteacher and EWO will identify students whose attendance may require court action.. EWO to gather evidence and prepare appropriate paperwork	FKS/EWS
Persistent lateness to	Daily	Students arriving late to school after the registers close must sign in to reception. To be recorded as U and visible	Admin Team

be challenged in a systematic manner		to parents via Class Charts.	
	Following 10 U codes	Parents to receive a fixed penalty notice.	Mrs Bush
	Daily	Students arriving late to school before the register closes to report to reception. To be recorded as L and visible to parents via Classcharts. Tutors to speak directly to students and contact home if this becomes a pattern of behaviour.	Teachers/Tutors
	Daily	Repeated lateness generates a -3 and may trigger a detention.	Mr Webb
	Ongoing	Students wishing to seek employment (such as paper a round) must complete the child employment licence application which is available via the Wiltshire Council website: https://www.wiltshire.gov.uk/article/2155/Child-employment-and-performance This must be signed by the Headteacher and only in the instance whereby a student's attendance is at or above 95%. Should the Headteacher sign the appropriate paperwork and attendance dips below 90%, school to contact the employer and revoke permissions previously granted.	CAD

Poor attendance as a potential risk factor for the most vulnerable systematically challenged	Daily	DSL to clear registers with attendance officer every morning	MRF
	10 days of unauthorised student absence (or sooner should there be safeguarding concerns)	DSL and attendance officer to complete CME	MRF/Mrs Bush
	Daily	Absence of LAC children and those under social care to reported by DSL to Local authority	MRF
	Ongoing	Attendance of more vulnerable subgroups (LAC, EHCP FSM) to be monitored closely by their respected Leads with timely follow up actions should concerns arise.	MRF/HSB
Poor attendance due to term time holidays systematically challenged	Ongoing	Leave during term time will be considered on an individual basis. Parents can make a request due to exceptional circumstances. School letter in line with government guidance.	CAD
		Penalty notices and warning letters for un-authorised leave taken during term time are sent out to parents by the Attendance officer. Checks are made that all letters are addressed giving the name of the parents including ones that reside at different addresses due to being separated.	Mrs Bush
To reduce days lost due to fixed term exclusions	Following an exclusion	Excluded students to receive work during their absence in order for exclusion to meet statutory requirements, but also so it is not perceived as an authorised holiday by students.	Progress Leaders
	On return from exclusion	Excluded students to attend a reintegration meeting with their parents and Progress Leader on their return in order to reflect on behaviours that lead to an exclusion in order to avoid these in future	Progress Leaders

	Ongoing- as an alternative to exclusion	Use of the Redworth Centre as an alternative to exclusion in order to work with students rather than simply exclude from onsite education.	FKS
To reduce days lost due to modified timetable	Ongoing	Reduced timetables to be agreed only on a temporary basis up to a maximum of a six-week period in line with statutory guidance. Timetable to be reviewed on a fortnightly basis during this period. Timetables as well as necessary paperwork to be submitted to EWS.	Progress Leader/EWS
Positive and Improved attendance is rewarded and recognised	Termly	Students to be entered into a termly (Full term attendance Raffle with Prize to be drawn)	HSB/Progress Leaders
	Termly	Students to receive attendance certificates and communication home following improved or consistently good attendance	HSB/Progress Leaders
	Ongoing	Attendance to remain an influencing factor when appointing students to student leadership positions.	Progress Leaders