



# Attendance and Absence Policy

Date policy last reviewed: 18<sup>th</sup> November 2025

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## Our Attendance Values

Queensbury School promotes attendance through our core values:

- **Kindness** – We engage through kindness by supporting each other to attend regularly.
- **Diversity** – We include through diversity by ensuring attendance policies are fair and inclusive for all.
- **Respect** – We apply respect by valuing learning time and being punctual every day.

## Statement of intent

Queensbury School believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance, and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

The school's development attendance officer is Mrs K Mitchell, and can be contacted via [k.mitchell@queensbury.eiat.org.uk](mailto:k.mitchell@queensbury.eiat.org.uk). Attendance pastoral lead is Mrs C Swain, and can be contacted via [c.swain@queensbury.eiat.org.uk](mailto:c.swain@queensbury.eiat.org.uk). Staff, parents and pupils will be expected to contact the attendance officer/ attendance pastoral lead for queries or concerns about attendance.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2024) 'Working together to improve school attendance'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2016) 'Children missing education'
- DfE (2023) 'Providing remote education'
- DfE (2024) 'Summary table of responsibilities for school attendance'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Children Missing Education Policy
- Home Visit Policy
- Pupils with Additional Health Needs Attendance Policy

## 2. Definitions

The following definitions apply for the purposes of this policy:

### **Absence:**

- Arrival at school after the register has closed
- Not attending school for any reason

### **Authorised absence:**

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

#### **Unauthorised absence:**

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

#### **Persistent absence (PA):**

- Missing 10 percent or more of schooling across the year for any reason

### **3. Roles and responsibilities**

The governing board has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Regularly reviewing attendance data.
- **[MATs only]** Sharing effective practice on attendance management and improvement across schools.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.
- Ensuring school staff receive adequate training on attendance.

The headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the SLT to the senior attendance champion role.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

The senior attendance champion/ development attendance officer/ attendance pastoral lead are responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with pupils and parents with regard to attendance.
- Leading a compassionate approach when listening to parents and pupils regarding barriers to attendance.
- Following up on incidents of persistent poor attendance.
- Enforcing attendance through statutory interventions in cases of persistent poor attendance where other supports have not succeeded.
- Informing the LA of any pupil being deleted from the admission and attendance registers.

Senior Attendance Champion:

The schools Senior Attendance Champion is Mr M Ali. This leader will:

- Set a clear vision for improving attendance across the school.
- Monitor attendance data weekly and lead strategic interventions.
- Ensure attendance is embedded in the school's culture and improvement plans.
- Liaise with the Development Attendance Officer, governing board, local authority, and external agencies.
- Report regularly to governors on attendance trends and progress.

Parents are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.
- Proactively engaging with any attendance support offered by the school and the LA.
- Notifying the school as soon as possible when their child has to be unexpectedly absent.
- Requesting leave of absence only in exceptional circumstances, and in advance.
- Booking any medical appointments around school where possible.
- Following any family-based support implemented by the school to improve attendance.

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.
- Following any support provided by the school to improve attendance.

## **4. Attendance expectations**

The school has high expectations for pupils' attendance and punctuality, and ensures that these expectations are communicated regularly to parents and pupils.

Pupils will be expected to:

- Attend school every day they are required to be at school, for the full day.
- Attend school punctually.
- Attend every timetabled lesson.

The school day starts at 8:45am, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be on the school site by 8:40am. Pupils will have a morning break at 10:30am, which will last until 10:45am, and a lunch break dependent of Key Stage between 12:15pm to 1:45pm – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

Registers will be taken as follows throughout the school day:

- The morning register will be marked by 9:00am. Pupils will receive a late mark if they are not in their classroom by this time.
- The morning register will close at 9:30am. Pupils will receive a 'U' code.
- The afternoon register will be marked by 1:45pm.

Class teachers will also take informal registers at the start of each lesson period to ensure that pupils are attending all timetabled lessons. These registers will be analysed alongside formal registers in line with the section of this policy.

Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

## **5. Absence procedures**

Parents will be required to contact the school office via telephone before 9:00am on the first day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a pupil is absent, and their parent has not contacted the school by the close of the morning register to report the absence, administrative staff will contact the parent via telephone call as soon as is practicable on the first day that the pupil does not attend school.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.

- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

Where a pupil is absent for more than 10 consecutive school days, the school will inform the Principle Officer (PO) at SENAR.

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

If a pupil's attendance drops below 90 percent, the development attendance officer/attendance pastoral lead will arrange a formal meeting with the pupil and their parent.

Where a pupil has not returned to school for 5 consecutive days after an authorised absence without having received communication, 'safe and well checks' will commence. Where a pupil has not returned to school for 10 consecutive days after an authorised absence with having received communication, 'safe and well checks' will commence and the PO will be informed.

## **6. Attendance register**

The school uses Arbor management information system to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

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

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- # = planned whole or partial school closure
- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school for exceptional circumstances
- S = Study leave
- C1 = Leave of absence for participating in a regulated performance or employment abroad
- C2 = Leave of absence for part-time pupils
- E = Suspended or permanently excluded but no alternative provision made
- J1 = Leave of absence for job or education interviews
- H = Authorised holiday
- I = Illness
- M = Medical or dental appointments

- K = Attending provision arranged by the LA
- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- O = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Traveller absence
- Q = Absent due to a lack of access arrangements
- V = Educational visit or trip
- P = Participating in a supervised sporting activity
- D = Dual registered – at another educational establishment
- W = Attending work experience
- Y1 = Absent due to their regular transport not being available
- Y2 = Absent due to travel disruption
- Y3 = Absent due to part of the school premises being closed
- Y4 = Absent due to the school site being closed
- Y5 = Absent due to being in criminal justice detention
- Y6 = Absent due to public health guidance or law
- Y7 = Absent due to any other unavoidable cause
- Z = Pupil not on admission register

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

Pupils who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for a minimum of six years in line with statutory requirements.

## 7. Authorising parental absence requests

Parents will be required to request certain types of absence in advance. All requests for absence will be handled by the headteacher – the decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the pupil and the impact on the pupil's education into account. The headteacher's decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents, and will not deny any request without good reason.

### Leave of absence

The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the headteacher in writing at least two weeks prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the headteacher will determine the length of time that the pupil can be away from school. The school is not likely to grant leaves of absence for the purposes of family holidays.

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

### **Illness and healthcare appointments**

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

### **Religious observance**

Parents will be expected to request absence for religious observance at least two weeks advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

### **Gypsy, Roma and Traveller absence**

Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least two weeks in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

## **8. SEND- and health-related absences**

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IEPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All pupils will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 10 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school may consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Early Help Assessments.
- Using an internal or external specialist.
- Enabling a pupil to have a reduced timetable.
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

Any part-time timetable will only be used in exceptional circumstances, agreed with parents, and will include:

- A clear end date.
- Regular review meetings.
- A written plan to return the pupil to full-time education as soon as possible. Part-time timetables will never be used as a behaviour management tool.

## **9. Absence in exceptional circumstances**

Exceptional circumstances will include when a pupil is unable to attend because:

- Transport provided by the LA or parent is not available and the pupil's home is not within walking distance.
- There has been widespread disruption to travel services which has prevented the pupil from attending.
- The pupil is in custody and will be detained for less than four months.

The use of the 'Y' code for exceptional circumstances will be collected in the school census for statistical purposes.

## **10. Truancy**

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils, and understand the importance of continuity in each pupil's learning.

Any pupil with permission to leave the school during the day must sign out at the school office and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the headteacher and DSL is notified, and they will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:

- In the first instance, a letter of warning will be sent to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.
- If any further truancy occurs, then the school will consider issuing a penalty notice.
- A penalty notice will be issued where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term-time and persistent late arrival at school.

## **11. Missing children**

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the missing pupil will inform the headteacher and DSL immediately.

- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search.
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher and DSL.
- The following areas will be systematically searched:
  - All classrooms
  - All toilets
  - Changing rooms
  - The library
  - Any outbuildings
  - The school grounds
- Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found, then the parents of the pupil will be notified within a short space of time.
- The school will attempt to contact parents using the emergency contact numbers provided.
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The missing pupil's form tutor will fill in an incident form, describing all circumstances leading up to the pupil going missing.
- If the missing pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed.
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.
- Parents and any other agencies will be informed immediately when the pupil has been located.

The headteacher or DSL will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Behaviour Policy.

The headteacher and DSL will carry out a full investigation, and will draw a conclusion as to how the incident occurred. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

## **12. Attendance intervention**

In order to ensure the school has effective procedures for managing absence, all staff and the development attendance officer/ attendance pastoral lead, supported by the SLT, will follow the process as outlined in the charts below:

A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents and external agencies – including the Local Authority.

Data-driven decision-making and training requirements are pivotal to the implementation of the system.

The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" guidelines.



### Tier 1 universal schoolwide strategies

### Tier 2 individualised strategies

### Tier 3 higher need strategies

- Data Decision-Making: Regularly collect, analyse, and use attendance data at each tier to inform decisions and interventions.
- Training Requirements: School staff should receive appropriate training at each tier to effectively implement attendance strategies.
- External agencies: External agencies play a crucial role in data analysis, resource allocation, and training provision to support schools in improving attendance.
- Children and Parents: Effective communication and co-creation of any intervention support is pivotal to the success of the MTSS approach.



#### Role of Teachers and School

- Meet and Greet children.
- Create positive classroom environments.
- Build positive relationships with all children and adults.
- Recognise individual and collective achievements.
- Implement evidence-based teaching strategies.
- Monitor daily attendance and punctuality
- Transport guides communication link between school and family.
- myHappyminds.

#### Tier 1 Universal Strategies

#### Role of Children

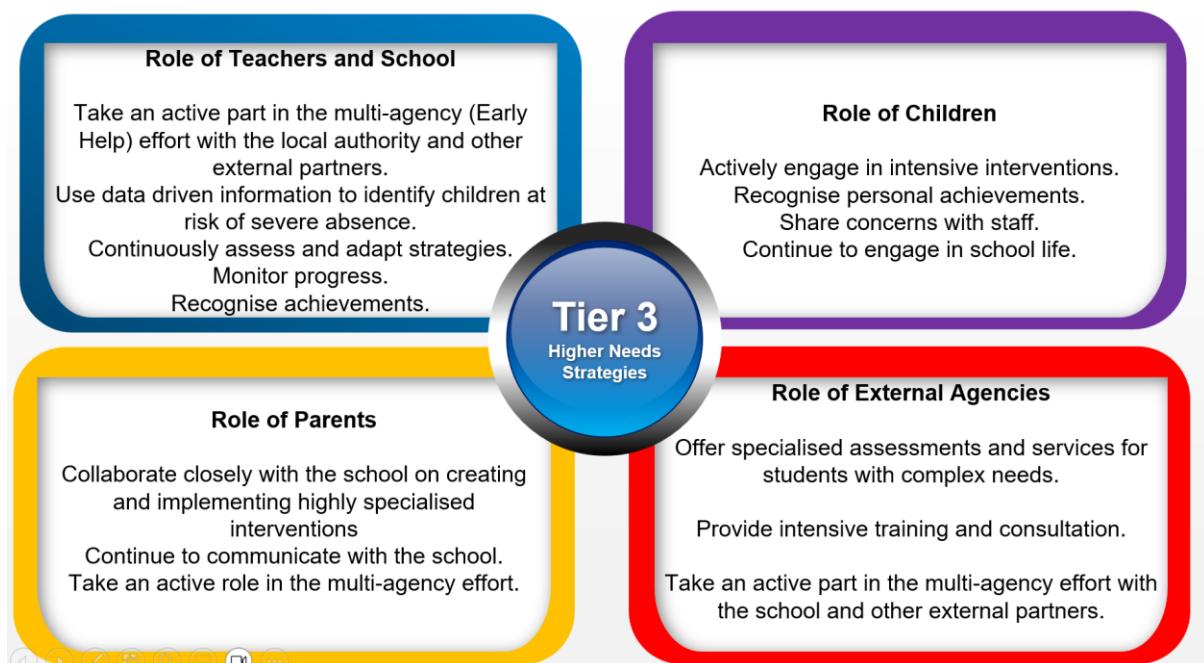
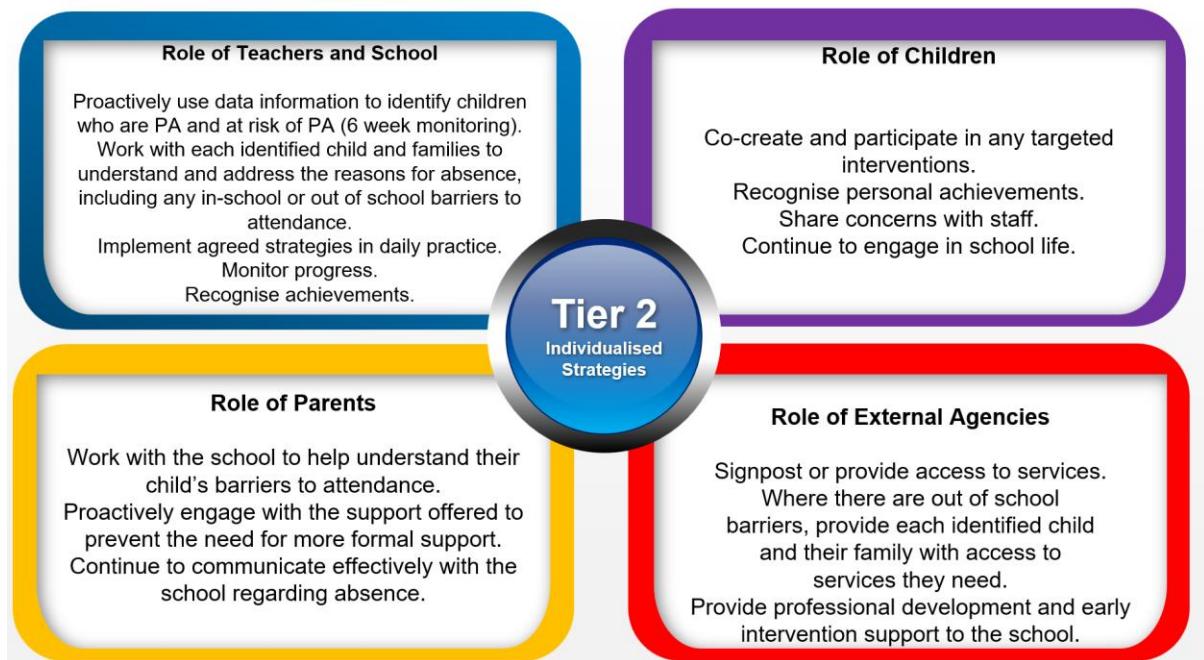
- Attend school regularly and be punctual.
- Engage actively in classroom activities.
- Support other children.
- Recognise the achievements of other children.
- Share when you have a concern.
- Breakfast provided 8:45am.

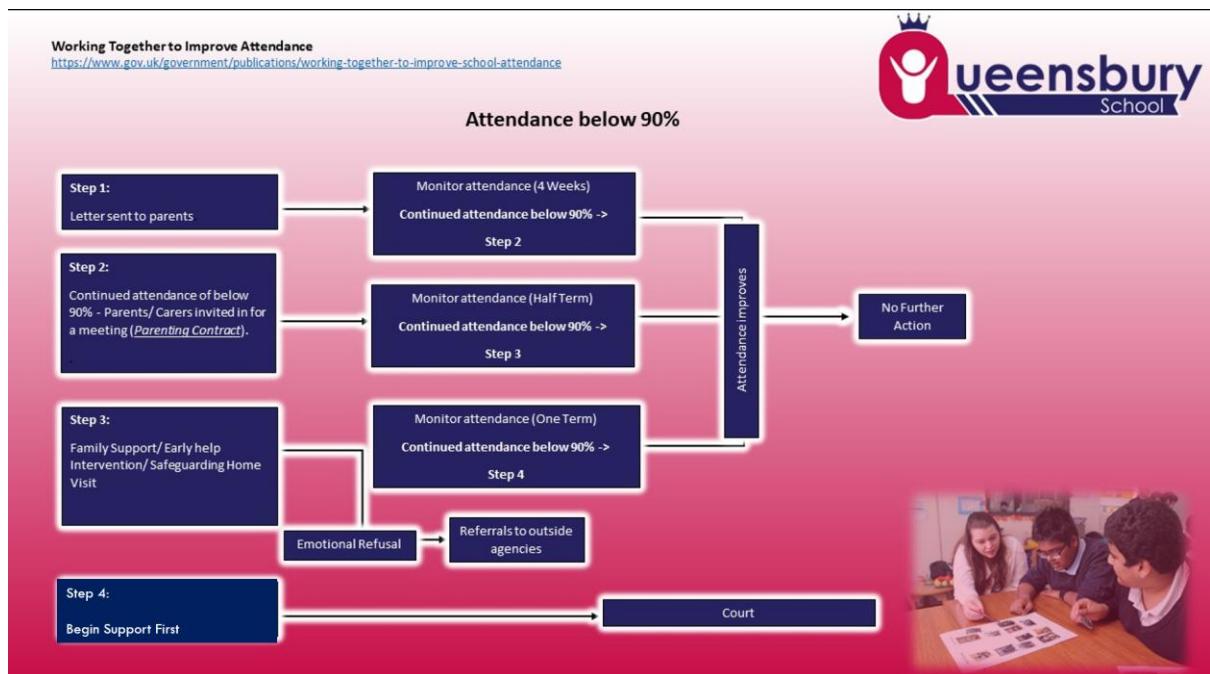
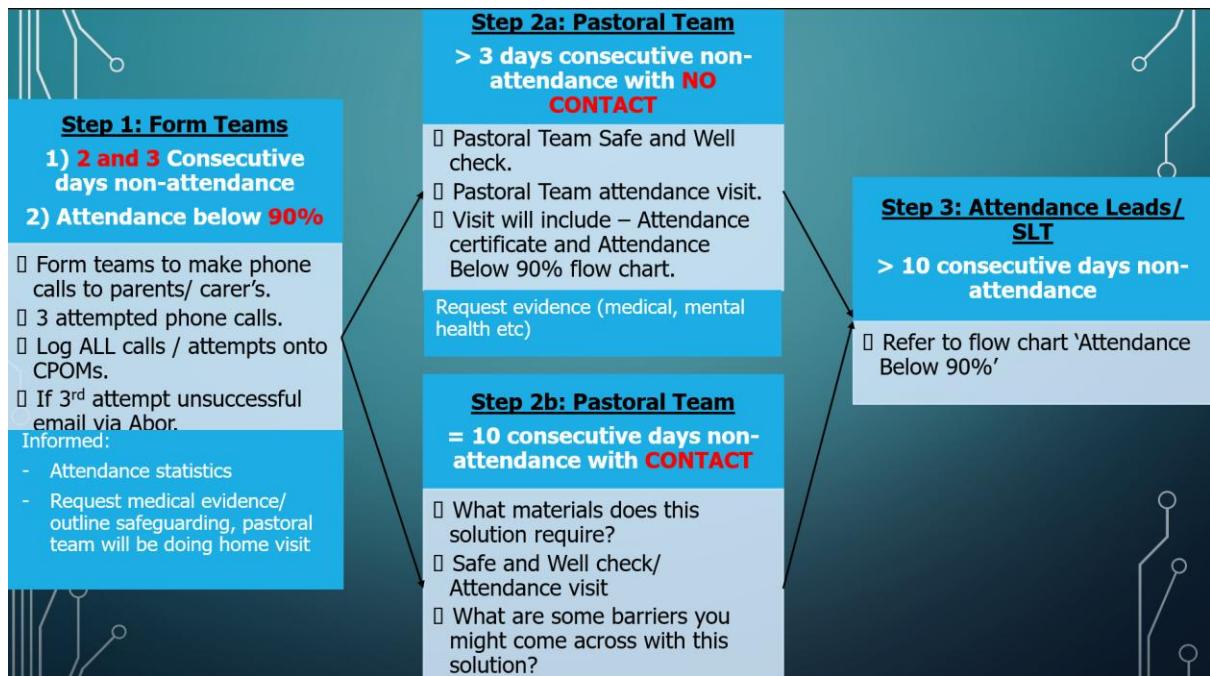
#### Role of Parents

- Ensure children attend school regularly and on time.
- Understand and support any concerns your child may have.
- Communicate with the school regarding absence.
- Recognise personal achievements.
- Communicate with teachers about any concerns.
- Not to take holidays during term time.

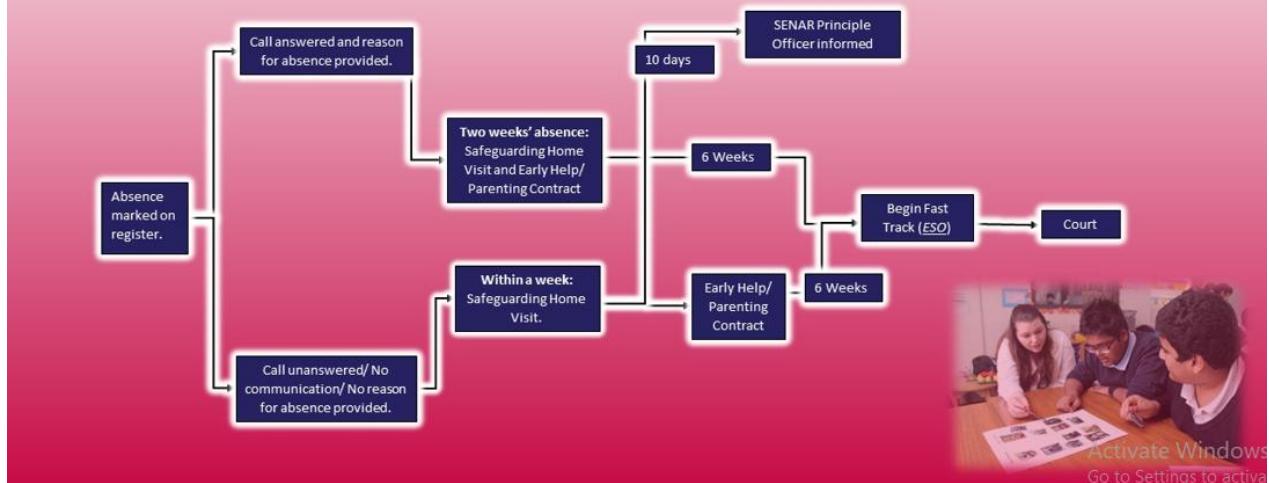
#### Role of External Agencies

- Provide resources and training to teachers on effective classroom strategies.
- Collaborate with schools on attendance initiatives.
- Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.





### Persistent Non-Attendance



### Attendance Rewards



## **13. Working with parents to improve attendance**

The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

The school will ensure that there are two sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the development attendance officer/ attendance pastoral lead will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance officer/ attendance pastoral lead will work with the head of keystage and any relevant school staff, e.g. the DSL, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance officer/ attendance pastoral lead will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

The school will visibly promote the benefits of good attendance through assemblies, classroom displays, newsletters, and the school website. Attendance achievements will be celebrated through reward systems at individual, class, and year group levels.

## **14. PA**

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need
- LAC
- Young carers
- Pupils who are eligible for FSM
- Pupils with EAL

- Pupils with SEND
- Pupils who have faced bullying and/or discrimination

The school will ensure it provides support to pupils at risk of PA, in conjunction with all relevant external authorities where necessary.

The school will use a number of methods to help support pupils at risk of PA to attend school. These may include:

- Offering catch-up support to build confidence and bridge gaps in learning.
- Meeting with the pupil and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading weekly check-ins to review progress and assess the impact of support.
- Making regular contact with the pupil's parent to discuss progress.
- Assessing whether an EHC plan or IEP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

The school will focus particularly on pupils who have rates of absence over 50 percent, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

## **15. Legal intervention**

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect after one term, the attendance officer/ attendance pastoral lead will consider:

- Holding a formal meeting with parents.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, SUPPORT FIRST will commence.

Where attendance still does not improve, the school will continue to work with the LA to take forward attendance prosecution as a last resort.

### **Education Supervision Orders (ESOs)**

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High

Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.

Once an SEO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be held every 3 months.

Failing to comply with an SEO will result in a fine and decisions will be made about whether further action is required.

## **16. Monitoring and analysing absence**

The attendance officer/ attendance pastoral lead will monitor and analyse attendance data weekly to ensure that intervention and support is delivered quickly to address habitual absence at the first signs.

The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort as a whole.
- Individual year groups.
- Year groups preparing for exams.
- Individual pupils.
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM.
- Pupils at risk of PA.

The SLT will conduct analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Subjects which have low lesson attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The attendance officer/ attendance pastoral lead will provide regular information to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures. The attendance officer/ attendance pastoral lead will also be

responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data where available to identify areas of success and areas for improvement and will share practice which has been shown to be effective with other schools.

The board of trustees within the MAT will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

This policy will be published on the school website and shared with parents annually at the start of the school year and whenever updated.

## **17. Training of staff**

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

The governing board will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will be offered regular and ongoing training as part of their CPD opportunities.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance
- The school's procedures for multi-agency working to provide intensive support for pupils who need it

The governing board will provide dedicated and enhanced attendance training to the attendance officer/ attendance pastoral lead and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

## **18. Monitoring and review**

Attendance and punctuality will be monitored throughout the year. The school's attendance target is 95 percent – full details of the school's absence levels can be found on the school website.

This policy will be reviewed every year by the attendance officer/ attendance pastoral lead. The next scheduled review date for this policy is September 2026.

Any changes made to this policy will be communicated to all relevant stakeholders.

## **Appendices**

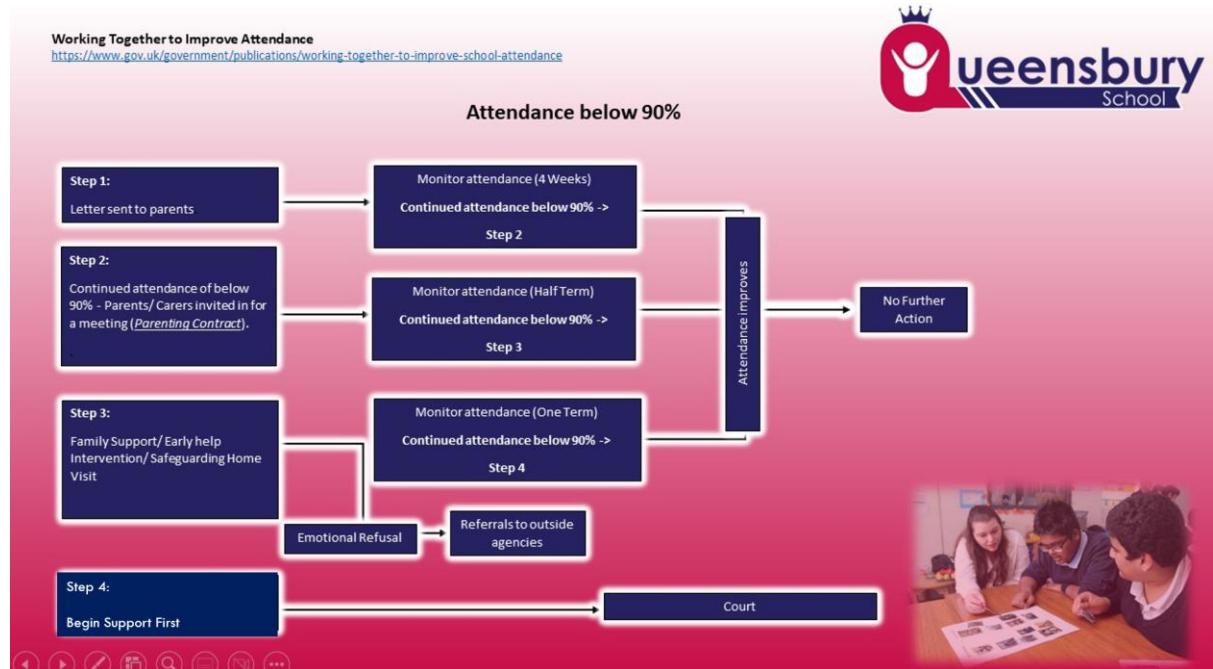
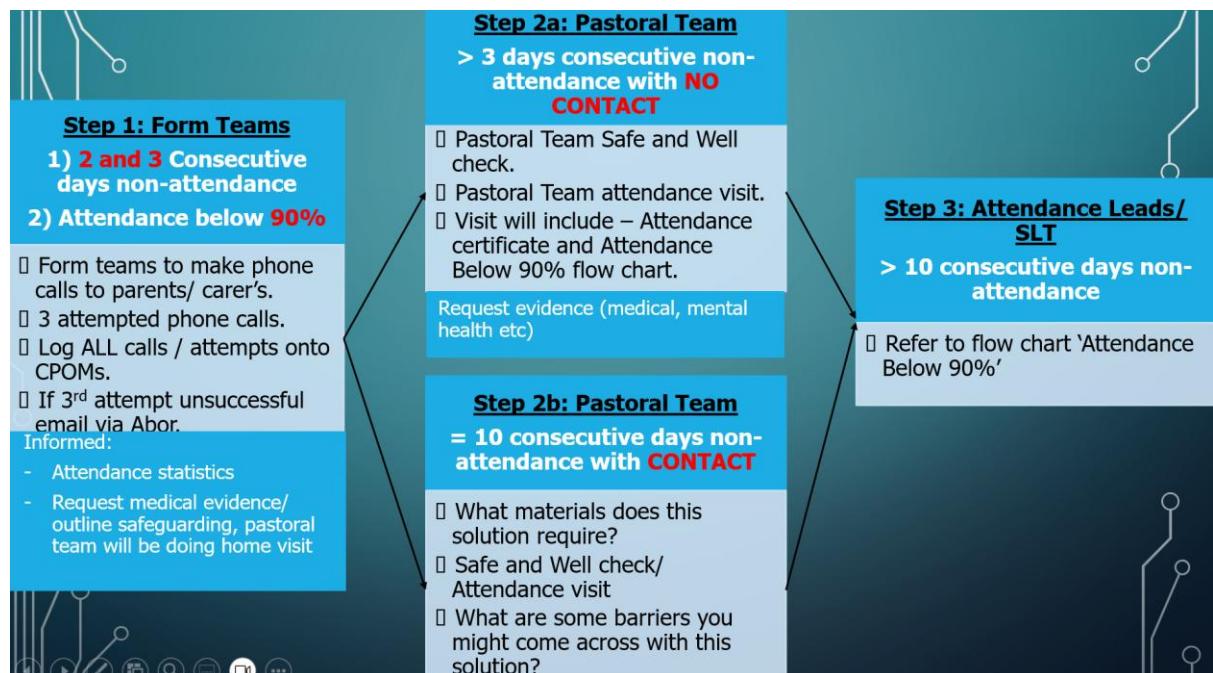
- A. Attendance Monitoring Procedures
- B. Attendance Reporting/ Supporting Structure
- C. Attendance Reward Structure
- D. Parental Contract (Attendance Agreement) Forms

A.

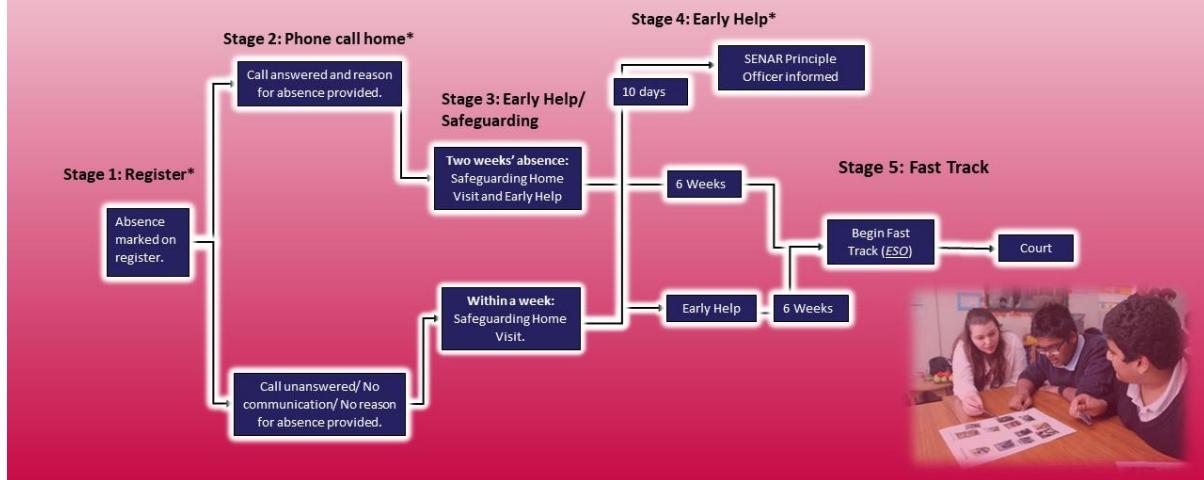
## **Attendance Monitoring Procedures**

1. A red, amber, green (RAG) rated spreadsheet will be sent weekly to form tutors (FT) detailing weekly and annual attendance to date.
2. FT teams will discuss attendance with pupils. Any attendance/punctuality trends noticed by FT teams should be immediately discussed with parents/ AO/ heads of Key Stage (HOKS).
3. Pupil attendance drops to 90 percent – FT teams will speak to pupils to discuss any issues or problems to ascertain how the school can help to improve their attendance. FT teams will make a phone call home, if applicable.
4. Pupil attendance drops below 90 percent – a letter will be sent home raising concerns that attendance has fallen below the school target of 95 percent. The letter will also have the attendance charts and attendance printout attached.
5. Attendance monitored for a period of time. If attendance has not improved, then parents will be required to attend a meeting in school with the AO. If parents are unwilling to co-operate, or genuinely unable to attend, a referral may be made to the Pastoral/ Welfare team who will then carry out a home visit.
6. If attendance has not improved within an agreed monitoring period (likely to be close to 85 percent or below), or if attendance has fallen rapidly, parents will be invited to either: a school attendance meeting with AO and HOKS if appropriate, or a medical action planning meeting with the school nurse and AO. Provision will be discussed and targets will be set for raising attendance. This will be monitored over a further agreed period.
7. After the agreed monitoring period, if targets are met, a letter/ postcard will be sent home from the leadership team to congratulate the pupil and the family. Monitoring and communication with the family will continue until attendance stabilises.
8. Education Welfare protocol will be followed and a parental contract will be drawn up – there will be an agreed monitoring period. No improvements in this time will result in a final written warning. If there is still no further improvement following this, then SUPPORT FIRST procedures will commence.

B.

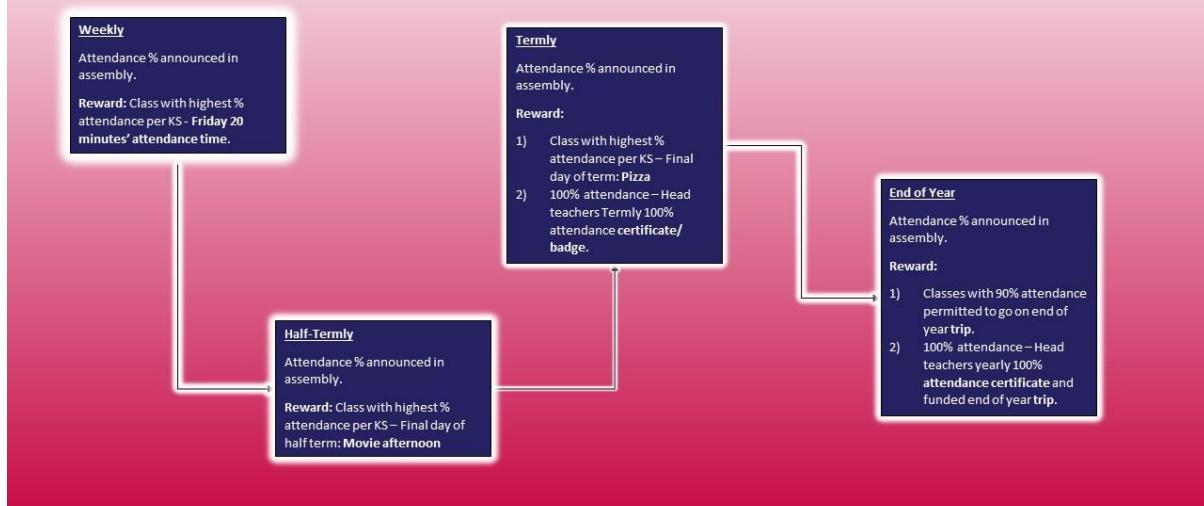


### Persistent Non-Attendance



C.

### Attendance Rewards



D.

## **Parental Contract (Attendance Agreement) Form**

### **Pupil Attendance Agreement**

I agree to attend school and understand the consequences I may face if my attendance drops below 100 percent. I will ensure that the school is made immediately aware of when I will not reasonably be able to attend, and will give the school full details of my absence.

As a pupil of Queensbury School, I am dedicated to:

- Being in attendance every day.
- Always being punctual to school and lessons.
- Informing the school of the reason for any absence.
- Not missing school for trivial reasons.

<b>Pupil name:</b>	<b>Date:</b>
<b>AO name:</b>	<b>Date:</b>

### **Parental Attendance Agreement**

I understand that it is my responsibility to send my child to school. I agree to send my child to school every day and understand the consequences if I fail to do so. When my child is absent from school due to exceptional circumstances, I will ensure the correct procedures are followed.

<b>Parent name:</b>	<b>Date:</b>
<b>AO name:</b>	<b>Date:</b>