David Ross Education Trust

Broadening Horizons

Attendance Policy

Document Management Information

Applicable to:	All staff in all Academies including individuals employed by the Trust, contractors and agency staff. All Members and Trustees
Development and Consultation:	The policy has been developed with reference to statutory guidance.
Dissemination:	The policy will be available to staff and parents via the Trust's Policy Centre, Trust and academy websites.
Implementation:	Staff in all academies will use this policy and most especially in fulfilling their responsibilities for pupil attendance and safeguarding.
Training:	All staff will receive annual training in promoting good school attendance and their role in this. Designated attendance staff will receive routine training relevant to their skills in promoting pupil welfare, recording and analysing attendance information.
Review Frequency:	Three Years unless there is a statutory requirement. Policies will also be reviewed earlier if needed in the light of new evidence/legislation/guidance.
Policy Author:	Wendy Baxter, Director of Primary Development and Juliet Jaggs, Director of Inclusion.
Executive Policy Owner:	Executive Directors of Education
Approval by:	Education Committee
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Revision History

Document version	Description of Revision	Date Approved
Version 1	Draft Document	29 September 2022
Version 2	Updated to reflect new DfE attendance guidance	16 September 2024
Version 3	Update to reflect new DfE CME guidance and sections added to provide emphasis	24 September 2026

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1 Introduction

1.1 The David Ross Education Trust (the Trust), all its employees and volunteers, are committed to promoting the welfare of all children. The policy reflects its responsibilities in ensuring that academies within the Trust are safe, calm and have productive environments, where staff and students feel supported and that their work is valued, such that they want to attend.

1.2 The Trust believes that all pupils benefit from a world class education and therefore expects regular school attendance. To this end the Trust will do as much as it can to ensure that all pupils achieve maximum possible attendance. The Trust understands that some pupils find it harder than others to attend school and therefore at all stages of improving attendance, academies will work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

2 Policy Scope

2.1 This policy applies to all academies in The David Ross Education Trust.

2.2 It is the responsibility of all individuals working at academies within the Trust to familiarise themselves with this policy and comply with its provisions.

2.3 The compulsory school age for children is the start of the term following their fifth birthday until the last Friday in June if the child turns 16 before the end of the summer holidays. This policy applies to all children attending a DRET academy regardless of whether or not they are of compulsory school age, with the exception of any statutory powers to enforce school attendance which are not applicable.

2.4 The policy will be made available to parents and carers via each academy website and new parents will be signposted to this. Parents will be reminded about the need for good attendance at least annually.

3 Policy Aims

3.1 The aims of this policy are to:

- Ensure effective practices for promoting good attendance involve close interaction with each academy's efforts on curriculum, behaviour, bullying, special educational needs support, pastoral, mental health, wellbeing, and effective use of resources, including pupil premium.
- Ensure that good attendance and punctuality is a part of the endemic culture in all or our academies.
- Emphasise the importance of, and secure from pupils, high levels of attendance and punctuality at school to enable them to take full advantage of their educational opportunities.
- Make explicit to all relevant parties their roles and legal responsibilities in relation to attendance.
- Ensure that the Trust attendance policy is applied consistently and fairly but also takes into account individual circumstances.

4 Definitions

4.1. **Trust** means all Academies within the David Ross Education Trust, as well as Head Office and central services operations.

4.2. **Senior Executive Leadership Team** means the Chief Executive Officer ("CEO") and the direct line management reports of the CEO (the "Directors").

4.3. **Parent** means the person with whom the child lives with, irrespective of what their relationship is with the child.

4.4. **Persistent absence:** Where pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year).

4.5. **Severe absence:** pupils who are absent from school more than they are present (those missing 50% or more of school).

4.6. **Child missing Education:** (CME) Children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

4.7. **Pupil not attending regularly** (PNAR) when a pupil has been absent for 10 consecutive days without authorisation.

5 Legal and regulatory framework

5.1 This policy takes its framework from the legislation and statutory guidance as listed in Working Together to Improve School Attendance (July 2026). The Trust is committed to following all DfE guidance, whether statutory or advisory, in relation to school attendance as follows:

- The School Attendance (Pupil Registration) (England) Regulations 2024
- Keeping Children Safe in Education 2026
- Alternative Provision: Statutory guidance for local authorities 2025
- Arranging education for children who cannot attend school because of health needs 2023
- Mental health issues affecting a pupil's attendance: guidance for schools 2023
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child

6 Each academy's strategy to promote good attendance

6.1 High expectations for good attendance and punctuality will be at the heart of each academy's ethos and day to day life. Academies will communicate these expectations regularly to staff, pupils and parents throughout all available channels and keep parents well informed of their child's attendance. Each academy is committed to implementing the following steps in improving attendance:

- **Expect:** Aspire to high standards of attendance for all pupils and parents.
- **Monitor:** Rigorously use and analyse attendance data to identify patterns of poor attendance at individual and group level - paying particular attention to pupils with SEND, those with physical or mental health conditions and those with known vulnerabilities. Each academy will also analyse data to identify individual pupils or cohorts with as yet unknown needs.
- **Listen and understand:** Talk with parents and pupils to understand barriers to attendance and agree how all parties can work to resolve them.
- **Facilitate support:** Remove barriers in school and help parents and pupils access the support available outside school.
- **Formalise support:** Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond.
- **Enforce:** Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

6.2 Each academy will establish its own contextualised response to promoting good attendance in accordance with these steps and this will be reflected in the appendix to this policy. Each academy is expected to include the following information within their own appendix:

- The name and contact details of the school's senior attendance champion, who will be a member of the senior leadership team.
- The name of the link governor for safeguarding and attendance.
- Set out the timings of the school day, the times of am and pm registration and the length of time the register will be open after which a pupil will be marked as absent to proactively manage lateness.
- How to report a child absent and the routine follow up of an absence by the school.
- How to request a leave of absence and the circumstances where this may be granted.
- How often and how the school will inform parents of their child's attendance.
- How the school is promoting and incentivising good attendance and punctuality.
- The academy's current attendance strategy (usually updated annually) demonstrating how it has used contextual attendance and punctuality data (include the DfE attendance data tools) to set priorities and identify appropriate actions that will lead to better school attendance.
- Considerations and mitigations with respect to the academy contextual safeguarding appendix and the risks to pupils' good attendance evident there.
- How the school will work with its local authority, NHS, other agencies and local schools to support cross-partnership working with regard to school attendance. This will include a link to the local authority's code of conduct on issuing fixed penalty notices on their website and any specific requirements of the local authority in relation to attendance.
- How the school will support pupils absent from school due to mental or physical ill health and/or special educational needs and disabilities (SEND) and provide them with additional support. This will include the name of the staff member responsible for informing the local authority of any children who may need educational support under Section 19 of the Education Act if it is not the senior attendance champion.

7 Parents, carers and pupils' commitment to good attendance

7.1 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. Where parents decide to have their child registered at a DRET academy, they have an additional legal duty to ensure their child attends that school every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for a leave of absence in advance from the school. Where authorisation is not given, parents should ensure that their child attends school as normal. Where a pupil is unexpectedly unable to attend the academy, parents are expected to contact the academy to inform attendance staff of the reason for their child's absence.

7.2 Pupils are expected to attend school on time every school day unless there is good reason not to do so. They should arrive on time and be appropriately prepared for the day. Pupils should always share any concerns that they may have in relation to their attendance and wellbeing with one of the trusted adults at the academy.

7.3 Where a pupil is approaching or has 10 or more consecutive days of unauthorised absence, the school will make reasonable enquiries to ascertain their whereabouts which will include home visits. If the school has concerns for the family or is unable to ascertain their whereabouts and believes that they may have left their registered address, they will inform the local authority without delay and work with them to continue to make reasonable enquiries until such time as the pupil returns to school or the academy and

local authority jointly agree that the pupil should be removed from roll.

7.4 Such agreement should not be unreasonably withheld after 20 days of unauthorised absence have passed without any further information becoming available. The details of the child will then be moved onto the "Lost Children Database" for the local authority to continue their enquiries.

8 Maintenance, monitoring and sharing of accurate attendance data

8.1 Effective and timely use and sharing of register data is critical to improving attendance. Each academy will use the electronic management information system Bromcom to keep their attendance and admission registers. Each school will have an established procedure for recording of registers when Bromcom is unavailable. Registers are legal records, and the academy will preserve every entry in the attendance or admission register for six years from the date of entry. All staff at the academy will accurately complete attendance registers, taking the attendance register in the morning and once during the afternoon session. Academies will take the attendance register at the same time for all registered pupils in both the morning and afternoon sessions. Attendance team staff will be responsible for monitoring and responding to the attendance and absence of pupils attending alternative providers.

8.2 The nationally agreed registration codes will be used to record the attendance or absence of all children within school (specifically including children of nursery age), regardless of whether or not they are of compulsory school age. The registration code should reflect the physical whereabouts of the pupil at the time the register is taken, regardless of the arrangements that may be in place for the pupil during that session.

8.3 Academies will regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place. These groups will include but is not limited to:

- Pupils with SEND
- Children in care
- Young carers
- Pupils with an IHCP
- Pupils arriving mid-year

8.4. Academies have a duty to investigate any unexplained absences. They will build strong relationships with families, listen to and understand barriers to attendance and work with families to remove the barriers. Academies will have an effective first day calling process in place to follow-up absence, which will include contacting the parent, and where appropriate foster carers/social workers, Youth Offending Team or safeguarding leads at the alternative provider. Academy staff will conduct home visits to support families as they deem appropriate.

8.5 Termly and yearly data analysis will be generated in collaboration with the Trust Data Team. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance. The Trust Data Team will routinely identify pupils at risk of severe attendance as well as those already reaching these levels. The academy will also obtain routine attendance reports for all accessing a part-time timetable (as the times of attendance may not be compatible with registration times on Bromcom) or accessing education elsewhere than on the school premises.

8.6 Academies will benchmark attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement (using the DfE Monitor Your Attendance Data tool). This data analysis, the leadership response, and its impact on the attendance of all

pupils as well as those who are persistently or severely absent, will be shared routinely with the Academy Regional Director, the Executive Director of Primary or Secondary Education as appropriate and also to the Trustees via the Education Committee and separately at each meeting of the Academy Scrutiny Committee (ASC).

8.7 Academies will hold regular meetings with the parents of pupils who the academy or the local authority consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement with the academy. They will refer pupils to wider partners quickly and support pupils back into school following lengthy or unavoidable periods of absence.

8.8 Academies will share information, and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe and/or the pupil is at risk of becoming a Child Missing in Education (CME). They will act in accordance with DRET Data Protection policies and all relevant laws to ensure that information is shared only where there is a lawful basis. Queries should be directed to the Trust's Head of Data Protection and Compliance where advice is needed with regards to sharing of personal information.

9 The academy's arrangements for reducing persistent and severe absence

9.1 Support for pupils may include pastoral support, incentives, mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, or, where appropriate, an education, health and care plan or alternative provision. This is not an exhaustive list. Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment. Where engagement in support is proving challenging, academies will formalise support, clearly explaining the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in the future. Academy leaders will continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences. Where voluntary support has not been effective and/or has not been engaged with, academies will work with the local authority to put in place an attendance contract, an education supervision order or they may issue a notice to improve or a fixed penalty notice.

9.2 Academies will comply with the national framework for penalty notices. This means that each academy has a duty to consider whether a penalty notice is appropriate in each individual case where a pupil reaches the national threshold. The national threshold is reached where a pupil has ten or more sessions of absence in a rolling ten-week period (each session equates to half a day). Unauthorised absence will include sessions where a pupil was late to school after the registers closed (i.e. more than 30 minutes late to school).

9.3 Academy leaders might also intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance). In extremely rare circumstances, local authorities might prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or attendance order, where the parent is convicted, to secure engagement with support. Where a pupil has an assigned social worker and their attendance is poor, the school will work with the virtual head of school to support an improvement in attendance.

9.4 Academies will agree with their local authority the intervals at which they will inform local authorities of the details of pupils who fail to attend regularly (PNAR) or have missed ten school days or more without permission. Where appropriate the academy and the local authority will work jointly, making reasonable enquiries to establish the whereabouts of the child. Schools must make a return to their local authority when a pupil's name is deleted from their admission register in-year. Schools will only remove a pupil's name from their admission register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. They will consult with their local authority prior to removing a pupil's name if the regulations direct them to do this or it would be appropriate to do so. The final responsibility in all other instances to remove from roll lies with the academy. They will remove the

pupil's name from their admission register promptly once the criteria set out for removal have been met. Removal from the admission register will never be retrospective under any circumstances.

9.5 All academies will provide their attendance data electronically to the DfE attendance database. This is managed centrally by the Trust Data Team.

10 Entry onto the admission register

10.1 Academies will enter pupils on the admission register at the beginning of the first day that the school and the person with control of the pupil's attendance have agreed that the pupil will attend the school or the first day of attendance if no specific date has been previously agreed. The person with control of the pupil's attendance is usually a parent, the pupil themselves if older than compulsory school attendance age or very occasionally another authority. The offer of a place by the local authority does not constitute an agreement until the place has been accepted by the person with control of the pupil's attendance.

10.2 If a pupil fails to attend on the agreed or notified date and the reason for this is not known or reasonable, the academy will undertake initial enquiries to establish the child's whereabouts and will notify the local authority at the earliest opportunity.

11 Support for pupils with SEND and those with physical and mental health conditions.

11.1 Academies have the same high expectations for the good attendance of pupils with SEND and those with physical or mental health conditions, but they understand that some of these pupils face greater barriers to attendance than their peers. Academies will put additional support in place where necessary to help these pupils access their full-time education. This will include making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Academies will work with parents and carers as well as external partners including the local authority or health services, making referrals in a timely manner and working together with those services to deliver any subsequent support.

11.2 Academies will work with parents in ensuring the provision outlined in a pupil's education, health and care plan is delivered. In addition, academies will work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.

11.3 Academies will not routinely request medical evidence to authorise absence. However, medical evidence may be requested where an absence is prolonged, where there is a recurring pattern of absence, where a pupil's needs are complex, where there are reasonable concerns about the authenticity of the illness, or where evidence would help the school to better understand a pupil's needs and identify appropriate support and reasonable adjustments.

11.4 Academies will establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements. They will ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance. In very rare cases and always as a temporary last resort, remote education may be offered as the means to reintegrating pupils back to mainstream school.

11.5 They will ensure data is regularly monitored for these groups including at Board and ASC meetings and in collaboration with the local authority so that additional support from other partners is accessed where necessary. Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education.

11.6 The Trust will not routinely support a request for leave of absence during term time for the purposes of a

holiday for a pupil with SEND needs on the grounds that they require a quiet time to access a holiday destination. Instead, families are encouraged to consider a family holiday during school breaks at a destination that is able to support the pupil's SEND needs. It is worth discussing these with the potential holiday provider in advance as many companies now have specific schemes in place to support.

12 Part time timetables and flexi-schooling

12.1 All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, a part-time timetable is considered as part of a re-integration package or a child at the start of their school journey requires a part-time timetable to settle into school.

12.2 A part-time timetable should not be used to manage a pupil's behaviour. A part-time timetable will only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents.

12.3 In agreeing to a part-time timetable, the academy has agreed to a pupil being absent from school for part of the week or day and will therefore treat absence as authorised. A part-time timetable cannot be put in place without parental consent.

12.4 A parent may request a flexi-schooling arrangement. This is different to a part-time timetable in that it is a blend of elective home education and school attendance. The principal of the academy will discuss the request with the family and decide whether to grant the request. They will let the family know their decision in writing, either setting out the terms of the flexi-schooling or stating the reasons why they have declined the request. The principal's decision is final.

13 Requests for elective home education

13.1 Parents have a legal right to decide to electively home educate their child with immediate effect and therefore to request that their child be removed from the school roll. The only exceptions to this are if the pupil has a place in a special school or is subject to a legal order requiring their attendance at a named school. A parent does not need to put their request in writing, although they should be encouraged to do so for reasons of clarity.

13.2 Once such a request has been received by the school, it is good practice to arrange a meeting to discuss the request but to ensure that parents fully understand their responsibilities when home educating. Removal from roll cannot be delayed if the parent does not agree to this.

13.3 The school should remove the child from roll with immediate effect once a final date for elective home education to commence has been agreed. Removal from roll cannot be backdated. The school must inform their local authority as soon as it is reasonable to do so. Once removed from roll, the parents have no automatic right of returning the child to the school roll if they subsequently change their mind, although it may be possible for this to happen if school place is available.

14 Pupils not of compulsory school age

14.1 Where a pupil is not yet of compulsory school age the parents may decide that their child should attend on a part-time basis for a period of time, often when the child is summer-born. Alternatively, they may request a delay to starting school. Schools cannot unreasonably refuse these requests but should seek to work with the parents to understand the reasoning behind their request and to support them to resolve any issues.

14.2 Where a pupil is not of compulsory school age, the school should generally use the same registration

code as they would for a pupil of compulsory school age. This allows the school to identify any patterns of attendance that may raise a concern. The only exception to this is where it is agreed that the pupil will not be attending a session, because they have a part-time timetable, where an X code may be used.

15 Record keeping

15.1 The Trust will retain records evidencing compliance with this policy, as set out in the Trust's Records Retention Policy.

15.2 Clear and comprehensive details regarding case work for each child, including concerns, subsequent actions, decisions and outcomes will be recorded electronically. Where this information includes sensitive information and safeguarding concerns, the records will be kept confidential and stored securely and separately in the safeguarding management system, accessible only by those authorised to do so from the safeguarding leaders. Records will include a robust chronology, relevant internal and external information with respect to the strategy in place to improve the child's attendance in the context of other vulnerabilities.

15.3 The Designated Safeguarding Lead will work alongside the Attendance Team to assure the quality of each entry and to ensure that they represent an accurate case history.

16 Roles and Responsibilities

16.1 The Principal - The principal will ensure effective attendance management as follows:

16.1.1 The principal will hold all staff accountable to this policy and in fulfilling their responsibilities to safeguard pupils, especially by completing registers promptly and accurately in order that all pupils' whereabouts are known and following up unaccountable absence efficiently. The principal will ensure that the senior attendance champion responsible for attendance is familiar with the local authority strategy to improve attendance, including support for pupils with physical and mental health conditions, the Early Help offer and the local offer for pupils with SEND. In addition, the senior attendance champion should seek to understand other partner organisations that might be available to support families. This information should be collated and recorded in the Academy Safeguarding and Child Protection policy appendix.

16.1.2 The principal, senior leaders, including the DSL, and attendance officers, including the attendance welfare coordinator and the attendance information officer in secondary academies, will analyse attendance data regularly, and at least weekly. This is in order that they can identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the academy and develop strategies to address them. Secondary academies will also look further into patterns of attendance within sessions to ensure all pupils are attending timetabled lessons.

16.1.3 The principal will assure the implementation of the academy system for communicating this analysis to class teachers, tutors and support staff to maintain high expectations for robust practice and for their support in working with pupils to promote their improved attendance. Attendance Teams will also collaborate routinely, and at least weekly, to identify the support required for specific groups of children, with the DSL, the SENCO and the pupil premium lead. Where absence intensifies, so will the support and intervention.

16.1.4 The principal is responsible for considering requests for a leave of absence. These will usually only be granted where the request is to take part in a regulated performance, to attend an interview, for study leave or consideration of a temporary part-time timetable. A leave of absence would not normally be granted for a family holiday. Each application will be considered individually taking into account the specific facts and circumstances and relevant background context behind the request. The principal will determine the length of the time the pupil can be away from school. It is unlikely a leave of absence will

be granted for the purposes of a family holiday.

16.2 Trust Attendance Leads for Primary and Secondary

16.2.1 The Trust attendance leads for primary and secondary will maintain oversight of attendance in their respective phases of education offering mentoring support for attendance officers as well as advice and guidance in reducing barriers to good attendance for vulnerable families. The attendance leads will contribute to the formal review of academy attendance data in accordance with the termly and annual routines established with the Trust Data Team and the Trustees.

17 Reporting and Consequences of Non-Compliance

17.1 Significant deviations from this policy or its associated procedures must be monitored and reported to the Trust primary or secondary attendance lead, as appropriate, in the first instance, and thereafter to the academy regional director.

17.2 Policy deviations for which remediation is planned must be approved and tracked to resolution in accordance with the Trust disciplinary policy.

18 Policy Status

18.1 This policy does not form part of any employee's contract of employment.

19 Related Policies

19.1 This policy is related to the following other Trust and academy policies:

- Admissions policy
- Safeguarding and Child protection policy
- Exclusion policy
- SEND policy
- Supporting pupils with medical needs
- Pupil premium strategy
- Behaviour and Ethos policy

Appendix 1 Primary Academy Attendance Policy Appendix

(Text in italics are notes for completion and should be deleted in final version)

Academy Name: Havelock Academy

Senior Attendance Champion: *Robyn Laurie, Vice Principal of Welfare*

Safeguarding and Attendance Link Governor: *Joanne Woodhouse & Nigel Holmes*

The Timings of the School Day:

The academy school day is from 8.20am (to be on site for am line up by 8.15am) and period 5 concludes at 2.50pm with period 6 running until 3.20pm and a number of after school clubs running until 3.50pm (although some may run later). Our registers close at 8.50am (30 minutes after the whistle is blown for am registration. PM registration is at the start of period 4 at 11.55am and registers close at 12.05pm (with any students arriving at period 4 after 12 noon being marked as late (as per the tannoys within the building). Any student arriving after the register is closed will be marked as absent. Breakfast club is run every morning from 8am (with a special breakfast providing on a Friday to support good attendance on the day of the week with the lowest attendance). Clubs are run every evening at the end of the day with a variety of different options for students to pick.

How to report your child as being absent from school and what will happen next:

There is a centralised attendance and welfare team, and you can contact them via email on ewo@havelockacademy.co.uk

You can email the attendance team (see above), contact the academy (01472 602000), or send a message via the MCAS app to report a students' absence. We would need the full name of your child and their tutor group and a reason for their absence. If you have medical evidence, please state this in your message and where possible attach this for our records (as we require evidence when authorising school absences).

It is a requirement to contact the academy for every day that your child is absent with a valid reason for the absence.

If your child is absent due to a concern within the academy, we would ask in the first instance that you contact the tutor and then the Head of Year. These contact details can be found on the website.

If attendance continues to be a concern, please contact, or liaise with the attendance team (ewo@havelockacademy.co.uk)

The academy is here to support all students and parents/carers in sustaining a high level of attendance over the course of the academic year and we would urge parents/carers to contact us with any concerns or worries about their child that may be affecting their daily attendance. We have a wide range of support mechanisms that we can put in place to promote attendance within the Academy.

Any students for whom we do not have a clear reason for absence; we will contact home and an MCAS will be sent out at 9.15am reminding parents/carers that they need to contact the academy to discuss their child's absence.

We will aim to contact home for all students if we do not have a clear reason for absence and this may be followed up with a home visit. For students of concern (and this can include students who are classed as persistently or severely absent) we may complete a home visit in addition to contact and communication for absence with home.

Explain how a parent should report their child absent including contact details and what information the parent needs to share with you. Explain useful procedures for following up an absence whether or not it has been reported. Avoid talking about 'vulnerable pupils' but make sure it is clear that you may insist on ensuring that a child is safe and well and the lengths you will go to to do this.

How to request a leave of absence for your child: *This covers a group of potential reasons including taking part in a licensed performance, attending an interview, study leave or a parental request for a part-time timetable. Every request must be considered individually on its own facts and circumstances. Do not apply a blanket rule that automatically grants or refuses leave for a particular circumstance or event, even where that circumstance is listed here as one that would normally be approved. Generally, DfE does not consider a desire for a holiday or other leisure absence to be an exceptional circumstance, so term-time holidays would rarely be approved (one exception is where a parent is a member of the armed forces when they have no control over holiday times). Explain how they can access a form, who they should return it to and how quickly they will receive a decision and in what form.*

For any planned absences (medical, personal) please contact the academy prior to the absence and provide evidence to support. If you have a local appointment, we expect your child to attend the academy for lessons before and/or after the appointment. The attendance team can give clarification on these once details are shared of any appointment or planned absence. We would ask parents/carers to book holidays or plan non-urgent appointments such as optician appointments outside of the school term where possible).

A planned leave of absence may include a student taking part in a licensed performance, attending an interview, a medical appointment that cannot be arranged for after school or holiday periods and the academy will consider every request on an individual basis. For a planned leave of absence, parents/carers must contact the academy and provide full information (including evidence) of the absence. If this means a student needs to leave during the school day, parents/carers must arrange for their child to be picked up from reception as no student is allowed to leave the site during the school day unaccompanied as this could be a safeguarding concern. The academy cannot grant a leave of absence retrospectively. If parents/carers do not apply in advance, leave of absence will not be granted.

Holidays in term time will not be authorised unless there are exceptional circumstances and evidence is provided to support this absence. Generally, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. We would request that parents/carers use the school holiday periods to plan holidays as extended time off during the school term is proven to have a detrimental effect on students learning and potential attainment. Parents and carers must complete the academy leave of absence form prior to the absence if they feel there are exceptional circumstances. Approval of such circumstances is at the discretion of the principal. Holidays cannot be authorised retrospectively, and we would ask parents to complete the request at least two full weeks in advance of the dates. The academy will respond within 5 school days.

https://forms.cloud.microsoft/pages/responsepage.aspx?id=rNtiV9Z_jkCJ_3zpA_qaUjp1q8wxcGBAvNOZkdXrZ5FURUlOM1U1SVAxS1VTODkyWktKWUczNVpGOC4u&route=shorturl

Havelock Academy - Term Dates

How we keep parents informed about their child's attendance: *Explain the different ways that you will keep parents updated about matters related to attendance (e.g. newsletters, MCAS, reports, letters). Explain how often and when you will provide parents with specific information on their child's attendance. Ideally this is likely to be termly for all children and may be more often for those with attendance issues.*

We aim to ensure that parents are made aware of their child not being present in school (and no reason by 9.15am each morning via an MCAS message. Parents/carers will also receive a phone call from the attendance team to support this query of absence. Information and letters around individual students' attendance will be shared with parents via MCAS and email, and the academy will always give the opportunity to discuss any issues or concerns in person or via the telephone dependent on what is more convenient for parents/carers. There will be an attendance-based article in each academy newsletter to support parents in ensuring good attendance and to raise awareness around the important of high attendance for students.

We have a range of support strategies for parents/carers to enable them to work with the academy (and the attendance team) if attendance is an issue for any student. Our aim is to be supportive in providing strategies between home and school to improve attendance for all students.

How we encourage and promote good attendance and punctuality: *Describe here the things that you do to promote good attendance such as competitions, assemblies, 100% attendance certificates, house attendance*

competitions, weekly prize draws etc. You might wish to add something about having a culture of good attendance and so put attendance on each classroom door and have an attendance display in school.

Students are encouraged and rewarded for their attendance using a range of different strategies and we also focus on supporting students in improving their attendance and recognising these improvements.

Tutors are the primary source in ensuring students are aware of their attendance, and this is recorded in students' knowledge organisers on a weekly basis. All staff will communicate weekly with students to ensure that good attendance is being promoted and to look at any specific barriers to individual attendance. Part of this strategy is communication with home and parents/carers may receive calls/emails about absences but also about good/improving attendance.

Students are informed of tutor/year and house attendance within their weekly assemblies and students are rewarded for their attendance during these assemblies. There is a weekly attendance draw on a Friday (for the 5 days) and prizes and rewards are provided as part of this competition.

There is a tutor-based competition that enables tutor groups to work together to gain points and rewards on a weekly basis. Once a tutor group has secured a reward, this is communicated home via MCAS to ensure parents are aware. Tutor group attendance is also displayed on each tutor room door and is either Red, Green or Gold.

The academy tracks overall attendance based on historic data and there are specific strategies and interventions put in place for specific groups of students during the academic year to remind students of their attendance and to promote/support improvements in attendance. Individual, tutor and academy based rewards are provided as part of this initiative.

What we are prioritising in our current academy attendance strategy: *Write a brief paragraph outlining your contextual attendance priorities, based on analysis of your attendance data and what you are doing to meet these challenges. For primary academies this will come directly from your annual attendance strategy document.*

Our academy priorities are to reduce the number of persistent absentees (students with attendance of less than 90%) as academy Year 11 data has demonstrated that students with attendance that is over 92% get up to 1.5 grades higher per subject in their GCSE results. We are also focusing on students that are SEND and/or PPG as their attendance is lower than students outside of these groups. In addition to the incentives offered above, we provide focused support through the pastoral element of the academy (tutor/HOY/attendance & Safeguarding team/SEND team). We have also identified EAL students' attendance issues at the start and end of terms due to holidays and have contacted all parents/carers with the next two years holidays dates to encourage them to book holidays outside of term time.

For our academy we are particularly mindful of the following: *If appropriate (if not delete this heading) add any comments about considerations and mitigations with respect to the academy contextual safeguarding appendix and the risks to pupils' good attendance evidence there.*

The academy is fully aware that we have a diversity of vulnerable students for a variety of reasons and we aim to support and provide customised reasonable adjustments to support the removal of barriers to education and to increase individual students' attendance.

We are particularly mindful in terms of our young carers and ensuring this group of students have the support they need to attend school regularly.

Working with our local authority: *Firstly, state who your local authority is. Then add in here anything that is specific to how your local authority will work. Add a link to any useful attendance information pages on the local authority website and specifically refer to their code of conduct on issuing fixed penalty notices and provide a link to this.*

North East Lincolnshire Local Authority

It's the responsibility of the local authority to decide when to issue fines to parents, meaning the process varies from council to council. However, under the national rules, all schools are required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons.

From August 2024, the fine for school absences across the country will be **£80 if paid within 21 days**, or **£160 if paid within 28 days**. In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160.
Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered. If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500.
As part of this process, the academy will send a 'notice to improve' letter (pre-fine letter) to parents/carers prior to a fine being issued.
Fines for parents for taking children out of school: What you need to know – The Education Hub

North East Lincolnshire Council Launches New Phone Support Service for Parents and Carers | NELC

How we will support your child if they are absent from school due to mental or physical ill health and/or special educational needs and disabilities: *Mention specifically any staff, roles or specific support (such as the ATTEND framework for primary) that is available in your school (much support will be common to all schools so this section is more about how it works in your context). Talk about how you will work with your local authority to arrange appropriate education for pupils who are unable to attend for an extended period of time (usually 15 days which may be in one block (such as for surgery and recovery) or smaller blocks of time regularly (such as for a severe asthmatic) and who is the designated person who will liaise with the local authority on their S19 duty. Where remote education is used to support a pupil's return, it should only be a last resort and part of a clear reintegration plan, not a routine alternative to attending. You may wish to provide a link or set out information regarding how your local authority will deal with a S19 request, as these vary considerably between local authorities.*

The academy aims to support all students with any concern that is detrimental to their attendance and the attendance team can be contacted on ewo@havelockacademy.co.uk to discuss any concerns you may have regarding your child. If you have a SEND based concern, you can contact our SENDco and team via Hav-SEND@havelockacademy.co.uk for further support. Where your child is unable to attend school due to a long-term health or medical issue, the attendance team will support and if a S19 request is needed (where a student is unable to attend for an extended period of time – a variety of evidence is required for this), the attendance team will liaise with the local authority on parent/carers behalf as part of the LA's S19 duty.

Appendix 2 – Secondary Academy - Attendance policy appendix

The academy's aims and objectives.	*Write a brief paragraph outlining your contextual attendance priorities, based on analysis of your attendance data and what you are doing to meet these challenges.* Havelock Academy aims to improve attendance for all students, reduce the number of students who are classed as persistent absentees (less than 90%) and severe absentees (less than 50%) and increase the overall attendance for all students with a focus on those students who are vulnerable, have historic concerns around poor attendance and those students who are not visible due to their poor attendance
Working with our local authority:	*Firstly, state who your local authority is. Then add anything that is specific to how your local authority will work here.* *Add a link to any useful attendance information pages on the local authority website and specifically refer to their code of conduct on issuing fixed penalty notices and provide a link to this.* The academy aims to work with North East Lincolnshire Local Authority to promote good attendance and has a service level agreement and a designated education welfare officer (who is part of the Access & Inclusion team) to support the attendance of students and their families. North East Lincolnshire Council Launches New Phone Support Service for Parents and Carers | NELC Education welfare service | NELC Code-of-Conduct-Feb25.pdf
Senior Attendance Champion	*Name: A member of SLT and the strategic attendance lead* *Key responsibilities* Robyn Laurie, Vice Principal for Welfare is the member of SLT and strategic attendance lead Key responsibilities • line manage the attendance team daily and ensure that the academy is adhering to the current attendance strategies (in line with the Academy Improvement Plan). • will support members of the wider academy to ensure that all staff are actively involved in supporting the improvement of attendance. • will assess data on a daily/weekly basis and evaluate strategies and plans for all students, specific groups and individuals within the academy pertaining to attendance. • will ensure that we are considering national attendance data. • will quality assure all recording of attendance data and lead on training or implementation of changes in strategy where required.

	• will ensure that all students on roll currently attending off-site placements (Alternative Provisions) have daily attendance checks carried out by the attendance team. • ensure attendance data is shared with the DfE and Local Authority.
Attendance link on the ASC	Name: Joanne Woodhouse & Nigel Holmes Quality assures academy attendance strategies and meet periodically with the academy attendance lead to consider the overall academy attendance strategy in terms of the academy improvement plan. *Provide some details about the wider involvement of the ASC in promoting high attendance.*
Attendance Welfare Coordinators and their responsibilities Attendance Information Officers	*Names and responsibilities* *Names and responsibilities* Kirsha Edwards, Academy Welfare Coordinator focusing on Year 7, 10, 11 & off-site provision (kedwards@havelockacademy.co.uk) Danielle Simons, Academy Welfare Coordinator focusing on Year 8 & Hive students (dsimons@havelockacademy.co.uk) Porscha Cobley, Attendance Welfare Coordinator focusing on Year 9 (pcobley@havelockacademy.co.uk) • will monitor daily attendance and follow up all unaccounted-for absences. • will ensure that all registers are completed and log where this does not happen. • will prioritise vulnerable students and carry out home visits daily. • will provide support and monitor students whose attendance is a concern. • will liaise with external agencies/professionals where appropriate (including the Local Authority Education Welfare Team) to provide support to remove any attendance barriers and provide daily attendance information to the safeguarding team to share with children open to service. • will hold meetings with parents/carers of students whose attendance is concern (with a focus on vulnerable, persistent absentees and severe unauthorised absences) to discuss attendance and school engagement (these meetings will be documented and shared with parents/carers). • will co-ordinate and provide the necessary evidence (such as attendance data, patterns identified etc.) for discussion with parents, carers and students, HOY meetings, SLT meetings, ASC reports, and data requested by the Trust. • will amend registers where appropriate. As the attendance register is a record of the pupils present at the time it was taken, the register should only routinely be amended where the reason for absence cannot be established at the time it is taken and it is subsequently necessary to correct the entry. Where amendments are

	made, all schools must ensure the register shows the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name and title of the person who made the amendment. Attendance information officer (position currently being recruited)
The Timings of the School Day:	8.15am on site for 8.20 am line up for registration AM register closes at 8.50am 11.55am (period 4) PM registration Registration closes at 12.05pm Specifically state that any pupil arriving after the registers are closed will be marked as absent.
How parents report their child as being absent from school and what will happen next:	Contact the academy via phone, email or MCAS before the start of the school day where possible and share students full name/tutor group and clear reason for absence. *Explain how a parent should report their child absent including contact details and what information the parent needs to share with you.* If the academy does not have a specific reason for your childs absence an MCAS will be sent and there will be a follow up call made by the attendance team. Home visits will be carried out as a follow up for students of concern (their current attendance percentage may be the identified concern), absences over two days and for students with identified barriers for attendance. *Explain what the academy will do if the parent does not inform the academy of an absence.*
Provide information and contact details of who pupils and parents should contact for more sustained support on attendance	*For example, a form tutor or the AWC, AIO or attendance officer.* *For example, the head of year, pastoral lead or family liaison officer.* Parents/carers can contact their child's tutor or Head of Year or the attendance team for further and more detailed support dependent on the reasons for their non-attendance.
How to request a leave of absence for your child:	*This covers various potential reasons such as taking part in a licensed performance, attending an interview, study leave or a parental request for a part-time timetable. Every request must be considered individually on its own facts and circumstances. Do not apply a blanket rule that automatically grants or refuses leave for a particular circumstance or event, even where that circumstance is listed here as one that would normally be approved.* A leave of absence can be requested via the attendance team or the leave of absence form. This cannot be granted retrospectively, and parents/carers are requested

	to provide at least ten days' notice where possible. The academy will respond within 5 school days in writing. However, term-time holidays are rarely approved (as per DfE guidance). Parents/carers can complete the form using the link below or email the attendance team providing full details of the reasons for a term time holiday and this will be passed on to the principal who makes all decisions on holidays. Where students have specialised medical appointments, parents/carers can contact the attendance welfare coordinator for their child's year and liaise with them directly to provide evidence. Students are expected to attend the academy prior and after an appointment where possible. https://forms.cloud.microsoft/pages/responsepage.aspx?id=rNtiV9Z_jkCJ_3zpA_qaUjp1q8wxcGBAvNOZkdXrZ5FURUlOM1U1SVAxS1VTODkyWktKWUczNVpGOC4u&route=shorturl Havelock Academy - Term Dates *However, term-time holidays would rarely be approved (one exception is where a parent is a member of the armed forces when they have no control over holiday times).* *Explain how they can access the form, who they should return it to and how quickly they will receive a decision and in what form.*
How we encourage and promote good attendance and punctuality:	*Describe here the things that you do to promote good attendance such as competitions, assemblies, 100% attendance certificates, house attendance competitions, weekly prize draws etc.* *You might wish to add something about having a culture of good attendance and so put attendance on each classroom door and have an attendance display in school.* We provide a variety of incentives to recognise and reward good and improving attendance within the academy including: Tutor group weekly attendance competition (they can win points for tutor prizes) Weekly attendance draw (Friday) Academy focused competitions to support historic dips in data Year group focus competitions (tutor and individual) 100% ties Attendance Certificates – 100% per term (3 per year) Individual incentives where appropriate (part of attendance strategies)

	We promote a culture of good attendance and knowledge of individuals attendance through weekly tutor attendance being displayed on tutor room doors and students logging their personal attendance on a weekly basis in their knowledge organisers. We also discuss the importance of attendance in knowledge recall videos at keys points in the academic year.
The academy's day-to-day processes for managing attendance and absence.	*Highlight:* • *How to record attendance.* • *Teachers' responsibilities for recording attendance and for sharing immediate concerns about a child's whereabouts (link to safeguarding appendix and missing child protocol).* • *The different types of absence, e.g. authorised or unauthorised.* • *Relevant absence and attendance codes from the DfE.* The attendance team focus on MCAS/emails/calls/voicemails to log absences on our Bromcom system An MCAS message is set to go out to all parents/carers at 9.15am for any student that isn't present and doesn't have a designated code for absence All attendance welfare co-ordinators attempt to contact home for all students with no clear reason for absence Home visits take place for students of concern/students who have been off for a certain period of time (this is a supportive measure and often used as a welfare check as per our duty of care). Registers and codes are updated as we gain information regarding students' absences which can be categorised into three main areas for parents – present/authorised/unauthorised.
The academy's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.	*For example, looking at data:* • *Termly and half-termly.* • *On a whole-academy and individual pupil basis.* *The academy will also want to detail how it:* • *Draws comparisons with national data.* • *Supplies attendance reports to class teachers to help discussions with families.* • *Uses data to understand the impact of interventions.* The academy monitors attendance on a daily basis, particularly focusing on individual attendance when looking at absences to inform home and to look at further actions needed by ourselves. The academy uses weekly data to inform SLT and to provide actions for the wider staff team to support promoting good attendance with individual students. The academy uses termly and half termly data to look at progression from previous years and to consider national data and where we sit in regard to other similar contexts and where there are dips in specific groups. The analysis of all the above

	data guides us in what interventions are needed, with who and when specifically in the academic year.
The academy's strategy for reducing persistent and severe absence.	*This includes:* • *How the academy provides access to wider support services to remove the barriers to attendance.* • *When the academy formalises support in conjunction with the local authority.* Students of focus are likely to be classed as persistent or severe absentees. Persistent - where a pupil misses 10% or more of school and attendance is 90% or under Severe - where a pupil misses 50% or more of school. The DfE states that all students' attendance should be higher than this and students who are classed as persistently or severely absent should have strategies in place to support the increase of their attendance. The academy uses an attendance graduated response to support any student of concern and where their attendance is falling or already is within the persistent/severe range. There are a wide variety of strategies that can be employed to support students and their families which can help identify and remove any barriers to attendance. You can contact the attendance team on ewo@havelockacademy.co.uk if you need to discuss your child's attendance further. The local authority is brought in to support academy staff where all strategies implemented are not having any effect and/or families are not engaging with the attendance process. Parents/carers will be informed if the local authority is consulted on their child's attendance.
How we keep parents informed about their child's attendance:	*Explain the different ways that you will keep parents updated about matters related to attendance (e.g. newsletters, MCAS, reports, letters). Explain how often and when you will provide parents with specific information on their child's attendance. Ideally this is likely to be termly for all children and may be more often for those with attendance issues.* A parent/carer will receive an MCAS if their child is not in school and we have not reason for their absence. This will be followed up by a phone call home and a home visit may be required by the attendance team. Your child will have their weekly attendance recorded in their knowledge organiser that you are able to track their weekly attendance, and the MCAS app also show student attendance (as well as any authorised/unauthorised absences).

	Attendance is also included on all reports around attainment that are sent home. The newsletter will include an attendance-based article that is designed to support and inform parents in regard to attendance. Students with attendance concerns may receive letters regarding attendance and invitations to School Attendance Panel meetings (formal attendance intervention) will be sent after three separate periods of absence.
How we will support pupils if they are absent from school due to mental or physical ill health and/or special educational needs and disabilities:	*Mention specifically any staff, roles or specific support. Explain how you will work with your local authority to arrange appropriate education for pupils who are unable to attend for an extended period of time (usually 15 days which may be in one block (such as for surgery and recovery) or smaller blocks of time regularly (such as for a severe asthmatic) and who is the designated person who will liaise with the local authority on their S19 duty. Where remote education is used to support a pupil's return, it should only be a last resort and part of a clear reintegration plan, not a routine alternative to attending.* The academy aims to support all students with any concern that is detrimental to their attendance and the attendance team can be contacted on ewo@havelockacademy.co.uk to discuss any concerns you may have regarding your child. If you have a SEND based concern, you can contact our SENDco and team via Hav-SEND@havelockacademy.co.uk for further support. Where your child is unable to attend school due to a long-term health or medical issue, the attendance team will support and if a S19 request is needed (where a student is unable to attend for an extended period of time – a variety of evidence is required for this), the attendance team will liaise with the local authority on parent/carers behalf as part of the LA's S19 duty.
Any specific needs of certain pupils and pupil cohorts.	*While you should apply the academy's policy fairly and consistently, make sure you always consider the individual needs of pupils and their families who have specific barriers to attendance, including pupils who are young carers or who have a social worker. You'll want to consider the academy's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.* The academy aims to consider the specific needs of all students and always considers the individual needs of the student and their families in terms of barriers to attendance. We consider external contextual factors that may affect students' individual attendance and aim to support where this is the case.

Academies located in West Northamptonshire CC, include this section: delete as appropriate West Northamptonshire County Council requires that we share the following information with parents: North East Lincolnshire requires that we share the following information with parents:	If you take your child out of school for an accumulative total of 5 days or more (10 sessions) (90%) over a period of 10 weeks, the school will deem this as irregular attendance and will consider a referral to the local authority for consideration of legal action. This could include: • a Penalty Notice, payable at £80 if paid within 21 days, rising to £160 if paid within 28 days. No more than 2 penalty notices can be issued to a parent for the same child within a rolling 3-year period; a second notice within that period is charged at £160 with no option for the lower rate, and a further offence after that must be considered for prosecution or another legal intervention rather than a further fine • prosecution under s444 (1) Education Act 1996, where if convicted you may be fined up to £1,000 • prosecution under s444 (1) (a) Education Act 1996 where if convicted you may be fined up to £2,500 and/or 3 months' imprisonment **Fines for missing school (LA)** **August 2024** All schools are now required to consider requesting a fine when a child has missed 10 sessions* (5 days) or more of school for unauthorised reasons. Please note that even a lesser period of unauthorised absence may amount to a penalty notice on a case by case basis. Penalty notice fines will be issued to each parent (including step parents), for each child who is absent from school without permission or good reason. Inset days (teacher training days) are not school days and cannot be included in the 5 or more consecutive days. *The school day is split into two sessions – one session counts as a morning or afternoon spent in school. First offence The first time a penalty notice is issued for term time leave or low attendance will be: £80 per parent per child if paid within 21 days £160 per parent per child when paid within 28 days Second offence **(within a 3 year period)** £160 per parent per child to be paid within 28 days Third offence **(further offences within a 3 year period)** The 3rd time a penalty notice is issued the case will be presented straight to the Magistrates Court. Fines of up to £2500 per parent per child can be issued. Cases found guilty in Magistrates Court can show up on parents future DBS certificates as a failure to safeguard a child's education. 5 consecutive days of term time leave Fines will be issued for term time leave of 5 or more consecutive days.

	Inset days (teacher training days) are not school days and cannot be included in the 5 or more consecutive days. 10 sessions of unauthorised absence in a 10 – week period Fines will be considered when there have been 10 sessions of unauthorised absence in a 10-week period. This can go over school holidays.