

Ormiston Academies Trust

## Ormiston Sir Stanley Matthews Academy

### Attendance policy

(incl. Children with health needs who cannot attend school, CME and EHE)

#### Policy version control

Policy type	Statutory / OAT mandatory template
Author In consultation with	Nikki Cameron, Safeguarding Manager Steph Morley, Deputy Safeguarding Manager Jane Nolan, Director of Inclusion Paula Jones, Director of Secondary Quality and Standards
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## 1. Policy statement and principles

- 1.1. Improving attendance is everyone's business.
- 1.2. At Ormiston Sir Stanley Matthews Academy, we will develop and maintain a whole school culture that promotes the benefits of high attendance.
- 1.3. We aim for an environment which enables and encourages children to enjoy and excel in their education.
- 1.4. We recognise that some children find it harder than others to attend school therefore the academy will build strong and trusting relationships with children and parents to:
- 1.5. promote good attendance and remove any barriers to attendance.
- 1.6. act early to address patterns of absence.
- 1.7. Successfully treating the root causes of absence and removing barriers to attendance requires the academy and local partners to work collaboratively with, not against families.
- 1.8. 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.
- 1.9. Where a child is registered at this academy, parents have an additional legal duty to make sure their child attends regularly.
- 1.10. We will **expect** high standards of attendance, **monitor** attendance data, **listen** to children and parents to **understand** barriers, facilitate **support**, formalising it when necessary, and **enforce** attendance through statutory intervention when all other avenues have been exhausted.

## 2. Why regular attendance is important.

- 2.1. Good attendance is essential for children to get the most out of their school experience, including their well-being and wider life chances.
- 2.2. Regular and punctual attendance is essential for effective learning; children with poor attendance achieve less in both primary and secondary age groups.
- 2.3. For the most vulnerable children, regular attendance is also an important protective factor.

## 3. Safeguarding

- 3.1. Safeguarding and promoting the welfare of children is everyone's responsibility.

- 3.2. Difficulties with attendance and lateness may be signs that something is worrying a child and they and/or their family are in need of early help and support.
- 3.3. Lack of, or erratic attendance, persistent absence or children missing education are safeguarding issues and must act as a warning sign to a range of concerns including neglect, sexual abuse, child sexual or child criminal exploitation, and serious violence. They may also be an indication of child-on-child abuse including bullying and sexual harassment or significant mental ill health concerns. They must not be seen as purely isolated attendance concerns.
- 3.4. Where children have or have had a social worker or are in need of safeguarding support, this will inform decisions about attendance issues.
- 3.5. More information on safeguarding and the protection of children can be found in the academy's Child Protection and Safeguarding Policy.

## 4. Vulnerable children

- 4.1. It is important for parents/carers/social workers to let the academy know of any specific vulnerability in relation to their child or home circumstances. If uncertain about what would be considered a vulnerability, parents should contact Mr I Wright, Deputy Designated Safeguarding Lead.

## 5. Context

### 5.1. The law relating to attendance and safeguarding

5.1.1. Section 7 of the Education Act 1996 states that:

*"the parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable:*

*(a) to age, ability and aptitude and*

*(b) to any special educational needs he/she may have*

*either at school or otherwise"*

### 5.2. Compulsory school age

5.2.1. A child must start full-time education once they reach compulsory school age. This is on 31 December, 31 March or 31 August following their fifth birthday - whichever comes first.

5.2.2. A child can leave school on the last Friday in June if they are 16 by the end of the summer holidays. (See attendance coding guide in 'School attendance Guidance for maintained schools, academies, independent schools and local authorities').

5.2.3. They must then do one of the following until they are 18:

- stay in full-time education, for example at a college.
- start an apprenticeship or traineeship.
- spend 20 hours or more a week working or volunteering, while in part-time education or training

### 5.3. Safeguarding

5.3.1. Section 175 of the Education Act 2002 places a duty on local authorities and governing bodies to have regard to guidance issued by the Secretary of State with regard to safeguarding and promoting the welfare of children and children under the age of 18.

### 5.4. Other relevant guidance/advice

- Keeping Children Safe in Education Sept 2023 - statutory guidance for schools
- Working together to safeguard children – statutory guidance for safeguarding partners.
- The Special Educational Needs and Disabilities Code of Practice 0-25 years
- The Education (Pupil Registration) (England) Regulations 2006
- Working together to improve school attendance May 2022
- Looked After Children
- Ensuring a good education for children who cannot attend school because of health needs Statutory guidance for local authorities January 2013
- Children Missing Education Statutory Guidance for Local Authorities Sept 2016
- Gypsy, Roma and Traveler Children: supporting access to education.
- General information and advice for academies can also be found in the Government's publication Missing Children and Adults – A Cross government strategy.
- Statutory Guidance on Children who run away or go missing from home or care.
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation Department for Education
- NSPCC Protecting children from sexual exploitation.
- Elective home education guidance for local authorities April 2019

- Elective home education – a guide for parents April 2019
- Alternative Provision Statutory guidance for local authorities Jan 2013
- Stoke-on-Trent Education Welfare Service:  
[http://localoffer.stoke.gov.uk/kb5/stoke/directory/site.page?id=glkGBP6Kc\\_w](http://localoffer.stoke.gov.uk/kb5/stoke/directory/site.page?id=glkGBP6Kc_w)
- Stoke-on-Trent Safeguarding Partnership where you can find LSCB- children missing from home protocols and CSE/CCE protocols: [https://www.stoke.gov.uk/info/20009/children\\_and\\_families/391/stoke-on-trent\\_safeguarding\\_children\\_partnership](https://www.stoke.gov.uk/info/20009/children_and_families/391/stoke-on-trent_safeguarding_children_partnership)

## 5.5. Related academy policies

- Child Protection and Safeguarding
- Admissions
- Suspension and Exclusion
- Anti-bullying
- Behaviour
- Supporting Children with Medical Needs
- Special Educational Needs and Disabilities (SEND)

# 6.Roles and responsibilities

## 6.1. People with responsibility for attendance

Role	Name	Contact details
Principal	Kelly Hassall	<a href="mailto:khassall@ossma.co.uk">khassall@ossma.co.uk</a>
Senior Leader with responsibility for attendance	Mark Ludlow	<a href="mailto:mludlow@ossma.co.uk">mludlow@ossma.co.uk</a>
Academy Attendance Officer	Lisa Shaw	<a href="mailto:lshaw@ossma.co.uk">lshaw@ossma.co.uk</a>
Designated Safeguarding Lead	Caroline Thompson	<a href="mailto:cthompson@ossma.co.uk">cthompson@ossma.co.uk</a>
Academy SENCo	Steve Oakley	<a href="mailto:soakley@ossma.co.uk">soakley@ossma.co.uk</a>

Academy Mental Health Lead	Caroline Thompson	<a href="mailto:cthompson@ossma.co.uk">cthompson@ossma.co.uk</a>
Academy LAC Coordinator	Ian Wright	<a href="mailto:iwright@ossma.co.uk">iwright@ossma.co.uk</a>
Local authority named officer for the education of children with additional health needs	Lisa Lyons	Education.welfare@stoke.gov.uk
Local authority named officer for SEND	SEND Services	send@stoke.gov.uk
Local authority named officer for elective home education	Jo Softley	01782 236089
Local Authority Virtual School Head	Aaron Lawrence	<a href="mailto:Aaron.lawrence@stoke.gov.uk">Aaron.lawrence@stoke.gov.uk</a> 01782 233038
Other LA contacts	Angela Hallam	Angelal.hallam@stoke.gov.uk



## 6.2. Roles and responsibilities: all children

Trustees/Governors	Academies	Parent/carer
<p>Recognise the importance of attendance and promote it across the academy's ethos and policies.</p> <p>Take an active role in attendance improvement, support the academy to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Regularly review attendance data; supporting and challenging leaders to focus improvement efforts on individual children or cohorts who need it most.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance, ensuring key attendance staff also receive bespoke safeguarding training to support their role</p> <p>Ensure that all governors have familiarised themselves with at least sections 1-3 of 'Working together to improve school attendance'</p>	<p>Adhere to the guidance in 'Working together to improve school attendance'</p> <p>Ensure strong relationships with families are formed to understand and remove barriers to attendance.</p> <p>Has a coordinated, holistic approach which focuses on the individual needs of each child and ensures that all key staff i.e., DSL, SENCo, Mental Health Lead and LAC Coordinator are involved in attendance support.</p> <p>Monitor and analyse weekly attendance and trends looking at individual children, cohorts and groups.</p> <p>Have a clear school attendance policy on the school website which all staff, children and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for</p>	<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g., sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>

	<p>championing and improving attendance.</p> <p>Shares information and works collaboratively with other schools in the area, local authorities and partner agencies</p>	
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### 6.3. Roles and responsibilities: children at risk of becoming persistently absent (PA)

Trustees/Governors	Academies	Parent/carer
<p>Regularly review attendance data and help school leaders focus support on the children who need it</p>	<p>Proactively use data to identify children at risk of poor attendance.</p> <p>Work with each identified child and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners.</p> <p>Act as the lead practitioner where all partners agree that the school is the best placed lead service.</p> <p>Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>

#### 6.4. Roles and responsibilities: persistently absent children

Trustees/Governors	Academies	Parent/carer
<p>Regularly review attendance data and help school leaders focus support on the children who need it</p>	<p>Continued support as for children at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings</p>	<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>

## 6.5. Roles and responsibilities: severely absent children

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the children who need it	<p>Continued support as for persistently absent children and:</p> <p>Agree a joint approach for all severely absent children with the local authority.</p>	<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>

## 6.6. Roles and responsibilities: cohorts of children with lower attendance than their peers

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the children who need it	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Not applicable

## 6.7. Roles and responsibilities: children with medical conditions or SEND with poor attendance.

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the children who need it	<p>Maintain the same ambition for attendance and work with children and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the child's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>

## 6.8. Roles and responsibilities: children with a social worker

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the pupils who need it	Inform the child's social worker if there are any unexplained absences and if their name is to be deleted from the register.	<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>

## 7. Promoting regular attendance and punctuality

7.1. Helping to create a pattern of regular, punctual attendance is everybody's responsibility – parents/carers/social workers, children and all members of academy staff.

7.2. To help us all to focus on this we will:

- Provide parents / carers with details on attendance in the academy newsletter, via social media and end of term letters.
- Report to parents at least half-termly on their child's attendance and punctuality
- Celebrate improved attendance – this should be done sensitively and take into account individual children's circumstances.
- Reward good or improving attendance through class competitions, certificates and outings/events - taking into account individual children's circumstances and barriers to attendance.
- Run promotional events where parents, children and staff can work together on raising attendance levels across the school.

### 7.3. Admissions and attendance register ('the school roll')

7.3.1. The academy will keep an admission register and attendance register. The contents of which includes:

- All children on roll at the academy
- All children's personal details including full legal name.
- At least two, and preferably three, telephone numbers for different trusted adults
- The date of admission (or re-admission)
- Information regarding parents and carers
- Details of the school last attended.

7.3.2. The academy will enter children on the admissions register at the beginning of the first day on which it has been agreed by the academy that the child will start, or the day that the academy has been notified that the child will attend the academy.

7.3.3. On each occasion, we will record children's attendance using the national codes. (For details of current national attendance codes see School attendance guidance)

7.3.4. A child's name can only be deleted from the admission register for a reason set out in regulation 8 of the Education (Pupil registration) (England) Regulations 2006 as amended.

### 7.4. Family contact details

7.4.1. In order to allow us to safeguard children it is important that parents and carers provide the academy with their current contact details and provide at least two, and preferably three, other contact numbers of trusted adults in case of emergency where possible.

## 8. The academy day

*(NB. Academies MUST ensure their arrangements for the school day comply with paragraph 31 in Working together to improve school attendance)*

- 8.1. The school day starts at 8.40am and we expect your child to be in class at that time. They should be in the playground/on the premises by 8.35am. Your child will receive a 'late' mark if they are not inside the gates by 8.40am.
- 8.2. Late arrival before registers close are indicated by an L code.
- 8.3. Registers are taken by 8.50am and 12.40pm.
- 8.4. Late arrival after registers close are indicated by a U code.
- 8.5. At 9.25am and 1pm the registers will be closed. This will be no longer than 30 minutes after the start of the academy day. If your child arrives after that time, they will receive an unauthorised absence mark that shows them to be on site but not counted as a present for statistical / legal purposes.
- 8.6. Children arriving late to the academy should report to the main reception where they will be marked in accordingly.

### 8.7. Lateness

- 8.7.1. Poor punctuality is not acceptable. If a child misses the start of the day, they can miss work and do not spend time with their class teacher getting vital information / instructions and news for the day. Late arriving children also disrupt lessons. It can also be embarrassing for the child; this can encourage absence.

### 8.8. How we manage lateness

- 8.8.1. If your child has a persistent late record, you will be asked to meet with the relevant to identify what the barriers are and together seek a resolution.
- 8.8.2. Please approach us at any time if you are having problems getting your child to school on time so that we can work with you. The earlier we identify a problem the more chance of success we can have.

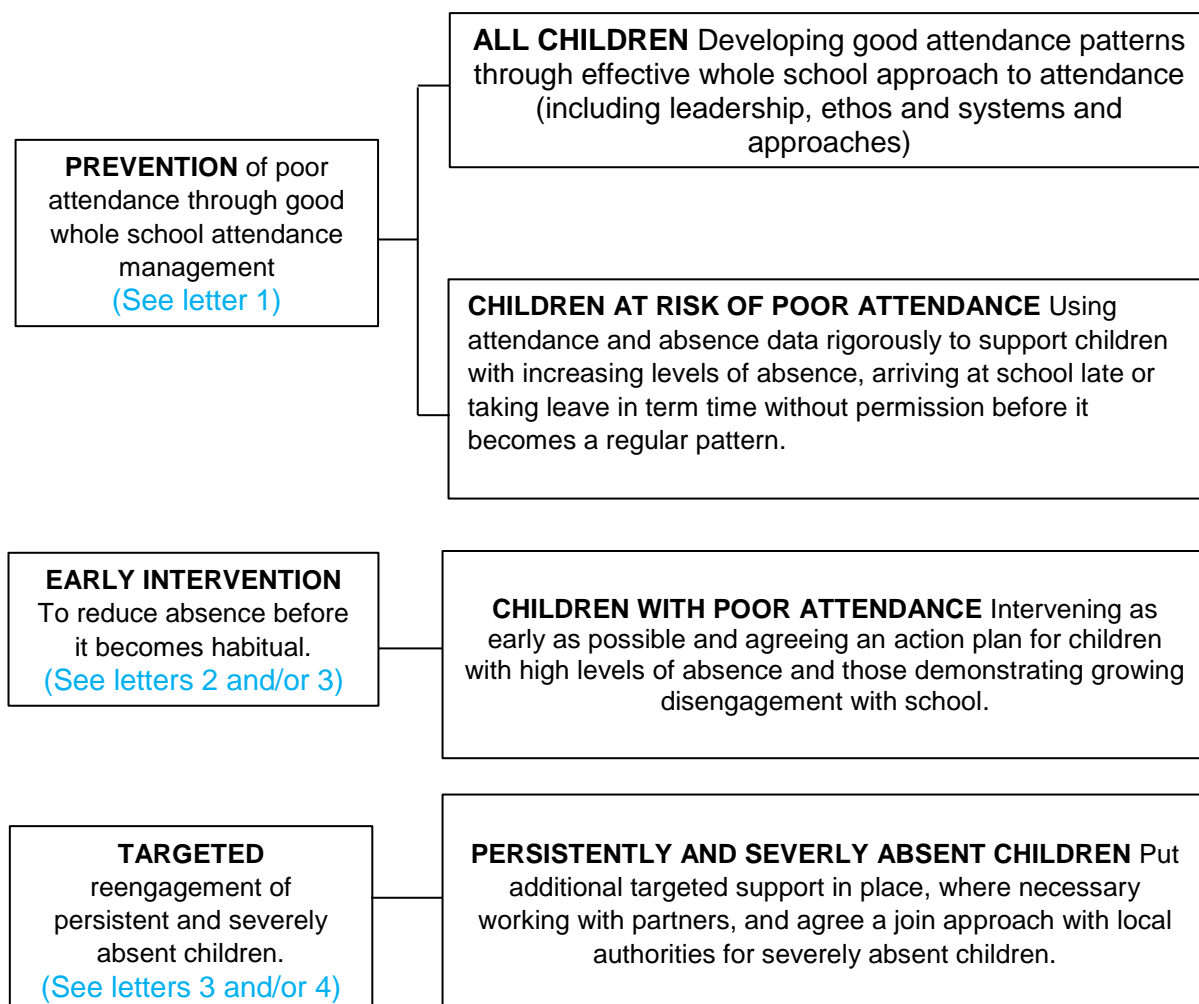
## 9. Support and intervention

- 9.1. Whilst having the highest expectations of attendance, the academy recognises that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual children and families.
- 9.2. The academy will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support rather than reaching immediately for punitive approaches.

- 9.3. We monitor attendance and punctuality throughout the year and understand that certain groups of children may be more at risk of poor attendance.
- 9.4. We will aim to build strong and positive relationships between the academy and families. The academy will treat all children and parents with respect and dignity, considering circumstances holistically.
- 9.5. Early intervention can prevent poor attendance.
- 9.6. We will, in the first instance, support children and parents by working together to address any in-school barriers to attendance.
- 9.7. Where barriers are outside of the academy control, the academy will work with the child, family and other partners to support them to access any support they may need voluntarily. This may include referrals to services and organisations that can provide support.
- 9.8. When absence intensifies, so will the support provided. The academy will work in tandem with the local authority and other relevant partners.
- 9.9. Where voluntary support has not been effective and/or has not been engaged with, the academy will work with the local authority to put formal support in place e.g., parenting contract or an education supervision order.
- 9.10. Where support would not be appropriate or has not been successful or engaged with, and it is likely to change parents' behaviour, a fixed penalty notice may be issued by the local authority.
- 9.11. The academy, working with the local authority may seek to intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- 9.12. The academy, working with the local authority, may seek to prosecute parents where all other routes have failed or are not deemed appropriate.
- 9.13. Where a child or family needs support we will endeavour to ensure the best placed person in the academy works with them and remains their key point of contact.



## 9.14. Effective school attendance and management



## 10. Types of absence

10.1. Every half-day absence from school is classified by the academy (not by the parents), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required, preferably in writing.

### 10.2. Severely absent

10.2.1. A child is considered to be severely absent (SA) if they miss 50% or more of their schooling across the school year for whatever reason.

10.2.2. These children will be given top priority for more intensive support across a range of partners.

10.2.3. All our SA children and their parents will be supported through an action plan. The plan may include:

- Allocation of additional support through a mentor,
- Individual incentive programmes
- Participation in group activities around raising attendance.

10.2.4. All SA cases are also automatically made known to the local authority to agree a joint approach with Lisa Shaw, Attendance Officer.

10.2.5. The data in relation to SA cases will also be made known to the academy's education director and the governing body.

### 10.3. Safeguarding of severely absent children

10.3.1. If all avenues of support have been offered, but severe absence for unauthorised reasons continues, it is likely to constitute neglect and the academy will consider whether there is a need to refer into children's social care.

10.3.2. Safe and well checks, including home visits will be carried out and recorded. The frequency of home visits will be determined on a case-by-case basis following a risk assessment by the academy, in consultation with relevant partner agencies.

### 10.4. Persistent absenteeism (PA)

10.4.1. A child is considered to be persistently absent (PA) if they miss 10% (equivalent to 1 day or more a fortnight across a full school year) or more of their schooling across the school year for whatever reason.

10.4.2. Any case that is seen to have reached the PA threshold or is at risk of moving towards that level, is given priority and parents will be informed of this immediately.

10.4.3. PA children are tracked and monitored carefully through weekly analysis, and we also combine this with academic mentoring where absence affects attainment.

10.4.4. All our PA children and their parents/carers will be supported through an attendance action plan. The plan may include:

- Allocation of additional support through a mentor,
- Individual incentive programmes
- Participation in group activities around raising attendance.

10.4.5. The data relating to PA cases are also automatically made known to LA, senior leaders, regional directors & governors.

- 10.4.6. If your child has, or is at risk of, reaching the threshold for PA, you will be asked to provide evidence for any future absence. This may be medical evidence for illness which can be in the form of prescriptions, medicine packaging or hospital letters.

## 10.5. Authorised absences

- 10.5.1. An authorised absence is where the academy has either given permission in advance for the child to be absent or where an explanation offered is accepted as satisfactory justification for absence.

- 10.5.2. Absence may generally be authorised for the following reasons:

- Illness, medical or dental appointments for which the academy has granted leave (appointments should be made outside the academy day where possible)
- Unavoidable cause (which is expected to be an emergency and unavoidable)
- Days of religious or cultural observance for which the academy has granted leave.
- Traveler child travelling for the purposes of parents' employment which has been agreed with the academy.
- Other exceptional circumstances at the discretion of the principal i.e., funerals, weddings (see section 7.3 below for further information).

## 10.6. Unauthorised absences

- 10.6.1. An unauthorised absence is where either no explanation has been given for the child's absence or where the explanation offered is not considered acceptable by the academy.

- 10.6.2. This includes:

- Parents/carers keeping children from attending the academy unnecessarily or without reason.
- Parents / carers keeping children off school to assist with translation.
- Absences which have not been properly explained
- Children who arrive at school too late to get a late mark i.e., after registers have closed (see section 5 above for times)
- Shopping, looking after other children or birthdays.
- Day trips and holidays in term time which have not been agreed by the academy.
- Leaving the academy without permission during the school day (truancy)

- 10.6.3. If an absence is recorded as unauthorised and absence is causing a concern the academy may refer this to the Local Authority's Education Service at any point. (Processes for Children Missing Education CME are listed in section 8 below)

- 10.6.4. The Local Authority can use various sanctions to promote regular attendance such as issuing a Penalty Notice Fine or initiating court proceedings.

- 10.6.5. Whilst any child may be absent sometimes, it can be that they are reluctant to attend or there are safeguarding concerns.

- 10.6.6. Any problems with regular absence are best sorted out between the academy and the parents/carers and the child.

## 11. Absence procedures

11.1. If children are absent parent/carers must:

- Contact us as early as possible and at the latest by 08.00am on the first day of absence and give an expected return date.
- You can contact us via telephone on 01782 882200 or email [absence@ossma.co.uk](mailto:absence@ossma.co.uk)
- Call every day thereafter to advise the school of your child's progress.
- Send a note in on the first day they return with an explanation of the absence – you must do this even if you have already telephoned us.
- Or you can call into the academy and report to reception, who may arrange for a member of staff to speak with you.

### 11.2. Safeguarding

- 11.2.1. To ensure that a child is safe and well, and to understand the reason for absence so that it can be recorded with the correct code on the register, any unexplained absences will be followed up immediately.
- 11.2.2. The senior leader with responsibility for attendance, liaising with the DSL, SENCo, Mental Health Lead Looked After Children Coordinator, as appropriate, will ensure that children who are vulnerable are prioritised for contact.
- 11.2.3. A written risk assessment will be put in place to determine the type and frequency of safe and well checks that are needed and actions to be taken including referrals to Multi Agency Support Hub (MASH) and the police if required.
- Therefore, if a child is absent, we will conduct a safe and well check, conducted by an Education Welfare Officer (VIP Education) who is working on our behalf.
  - Telephone, text or email you by 10am on the first day if we have not heard from you with a reason for your child's absence. We may need to speak to your child to ascertain that they are safe and well.
  - Follow up with a text message to any parents/carers whom the academy is unable to contact via telephone by 11.15am
  - Visit the home if there is continued lack of contact, to carry out a safe and well check on the child.
  - Carry out daily safe and well checks where appropriate, particularly for children at risk of harm.
- 11.2.4. We may contact the police and/ or local authority staff to assist with safe and well checks, particularly if there are additional safeguarding or welfare concerns.

### 11.3. Leave in term time.

- 11.3.1. There is no entitlement in law for any leave of absence from the academy in term time.
- 11.3.2. Taking leave in term time will affect a child's education as much as any other absence and we expect parents to help them by not taking children away in term time.
- 11.3.3. We require parents to observe the term times of the academy. All applications for a leave of absence must be made in advance to the principal and will only be considered if there are exceptional circumstances.
- 11.3.4. If the academy grants a leave request, we will determine the length of time that the child can be away from the academy. We do not have the discretion to authorise holidays during term time, apart from very rare occasions where it meets the exceptional circumstance criteria. This must be applied for in advance by the parent and agreed by the principal.
- 11.3.5. In making a decision, the school will consider the circumstances of each application individually, including any previous pattern of leave in term time.
- 11.3.6. Each request for absence under an exceptional circumstance category will be considered individually.
- 11.3.7. When making the decision the following factors may be considered:
  - the amount of time requested.
  - the age of the child
  - the child's general absence/attendance record
  - proximity to internal or external test/examinations
  - length of the proposed leave
  - child's capacity to catch up any work missed.
  - child's educational needs
  - general welfare of the child
  - safeguarding concerns
  - circumstances of the request
  - purpose of the leave
  - frequency of the activity
  - when the request was made.
  - when leave of absence has been granted, the absence will be recorded as authorised, using the appropriate register symbol.
- 11.3.8. Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions such as a penalty notice. This is a £60 fine per child, per adult, increasing to £120 per child, per adult if not paid within the designated time frame.

## 11.4. Appointments

- 11.4.1. As far as possible, medical and dental appointments should be made outside of the academy day. Where this is not possible, a note and appointment card should be sent to the academy prior to the appointment.
- 11.4.2. Children must attend the academy before and after the appointment wherever possible. If the appointment requires the child to leave during the day, they must follow the academy's signing out procedure.
- 11.4.3. Should a child arrive late to the academy, following an appointment, they should report to Main Reception where they will be marked as late into the Academy.

## 11.5. Religious or cultural observance

- 11.5.1. Parents must inform the academy in advance if absences are required for days of religious observance. The academy will authorise absences where a reasonable request is made. Parents should inform the academy PRIOR to any absence due to religious observance.

# 12. Children missing education (CME)

- Children Missing Education Statutory Guidance for Local Authorities Sept 2016

- 12.1. The Local Authority (LA) officers with responsibility for CME are Service Co-Ordinator Claire Boon; [clair.boon@catch-22.org.uk](mailto:clair.boon@catch-22.org.uk).
- 12.2. For the purpose of this policy, children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.
- 12.3. Children who go missing from education are at significant risk of underachieving, and becoming victims of harm, exploitation, radicalisation, or serious violence and/or becoming NEET (not in education, employment or training).
- 12.4. Children who are already known to children's social care, who are on a child in need or child protection plan or in the care of the local authority are additionally vulnerable and in need of robust protection.
- 12.5. Where a child has not returned to the academy for ten days after an authorised absence or is absent from the academy without authorisation for twenty consecutive school days the child can be removed from the admission register, but only if the academy and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. Records of all checks must be kept on the child's file. Taking a child off roll must be seen as a last resort.
- 12.6. This only applies if the academy does not have reasonable grounds to believe that the child is unable to attend because of sickness or unavoidable causes.

12.7. Before removing a child from the register, the academy will make reasonable enquiries, with the local authority, to ascertain the whereabouts of the child, compliant with GDPR, which could include:

- making contact with the parent, relatives, and neighbours, using known contact details
- checking with agencies known to be involved with family.
- checking with the local authority and school from which child moved originally, if known
- checking with any local authority and school to which a child may have moved.
- checking with the local authority where the child lives, if different from the academy's location
- making home visit(s), and if appropriate

12.8. All home visits will be risk assessed before being carried out.

12.9. No member of staff should enter a child's home on their own. 'Doorstep' only visits may be carried out by a lone member of staff if it is safe and appropriate to do so.

12.10. Other than in an emergency, staff must not enter a child's home if the parent/carer is absent. Staff should always make detailed records including times of arrival and departure and ensure any behaviour or situation that gives rise to concern is discussed with a senior leader.

12.11. The academy will treat each case on its individual merits and use their judgement, ensuring they have taken into account all of the facts.

### 12.12. Safeguarding

12.12.1. For children at risk of harm or neglect:

- The DSL will ensure the academy response to identifying children missing from education supports identifying potential abuse or exploitation and also prevents them from going missing in the future
- The academy will follow local child protection procedures.

12.12.2. However, if a child is in immediate danger or at risk of harm, a referral will be made immediately to children's social care Multi-Agency Safeguarding Hub (MASH) and the police as per the academy's safeguarding procedures.

## 13. Missing children/runaways

13.1. The local authority lead person responsible for children missing from home or care is Claire Boon, Service Coordinator.

13.2. Should the academy suspect a child has gone missing/run away, the DSL will ensure the academy's child protection procedures are followed and the police and MASH are contacted.

## 14. Children supervised by the youth justice system

- 14.1. LA youth offending teams are responsible for supervising children (aged 8 to 18).
- 14.2. Where a child is registered at the academy prior to custody, the academy will keep the place open for their return.

## 15. Children of migrant families/unaccompanied minors

- 15.1. There is an increased risk of a child missing education if they are part of a new migrant family who may not yet have settled into a fixed address or may have arrived in to an LA area without the authority becoming aware.
- 15.2. If the academy becomes aware of such families, they will notify the LA immediately.

## 16. Children of service personnel

- 16.1. If the academy is concerned about the continuity of education for a child leaving the academy, the attendance officer will contact the Ministry of Defense: Children's Education Advisory Service (CEAS) for advice.
- 16.2. The most effective way to contact the CEAS team is via email: [DCYP-CEAS-Enquiries@mod.gov.uk](mailto:DCYP-CEAS-Enquiries@mod.gov.uk)  
CEAS helpline: 01980 618244 or 94344 8244

## 17. Children of gypsy, Roma and traveler (GRT) families

- 17.1. When a GRT child leaves the academy without naming their next destination school, the academy attendance officer will contact the LA. If necessary, the academy will consult the LA Traveler Education Support Services for advice on the best strategies to ensure minimal disruption to the child's education.

## 18. Suspensions and permanent exclusions

- 18.1. All incidents where a child is sent home due to poor behaviour, will be coded on the register as an exclusion, even if pre-agreed with a parent, i.e., children being sent home during lunchtimes. If an exclusion is for part of the day (including lunchtime), it will be noted as a half day exclusion. (See academy exclusion policy for details). All exclusions count as an absence.



## 18.2. Safeguarding

- 18.2.1. Whilst a child is excluded from school, parents have a duty to ensure that their child is safe and well and appropriately supervised at home.
- 18.2.2. A child must not be present in a public place during academy hours throughout the exclusion period unless there is reasonable justification for this. Parents may be liable to prosecution and/or receive a penalty notice from the local authority if their child is present in a public place during academy hours during the dates of the exclusion. It will be for the parents to show reasonable justification.
- 18.2.3. The principal will take account of the legal duty of care when sending a child home following an exclusion.
- 18.2.4. The academy will continue to ensure regular safe and well checks are completed. This is particularly important for additionally vulnerable children.
- 18.2.5. Following a permanent exclusion, safe and well checks will be carried out until the result of any appeal is known.

## 19. Elective home education (EHE)

*(See also appendix 5 EHE Guidance)*

- 19.1. Elective home education is a term used to describe a choice by parents to provide education for their children at home instead of sending them to the academy full-time.
- 19.2. Whilst many home-educated children have an overwhelmingly positive learning experience this is not the case for all and can mean some children are less visible to services that are there to keep them safe and supported.
- 19.3. DfE guidance for local authorities sets out the role and responsibilities of LAs. Elective home education whilst this guidance is primarily aimed at LAs, academies, our attendance staff and those maintaining the academy registers, will make themselves familiar with it.
- 19.4. The academy will also follow the local authority policy and protocols.  
  
<http://localoffer.stoke.gov.uk/kb5/stoke/directory/service.page?id=pC0aMS19gp4>
- 19.5. The decision by parents as to how to educate their child, whether at a school or at home, should be an informed, active and positive one. It is important that parents obtain sufficient information when making that decision.
- 19.6. Parents who wish to educate their child at home are advised to discuss their decision with the academy first.
- 19.7. Please contact Mark Ludlow, Assistant Principal.

19.8. The academy will ensure they:

- respond positively and constructively.
- take all necessary steps to resolve any issues in school that may be influencing parents' consideration of EHE.
- signpost the parent/carer to the local EHE Team, or the School Admissions team, who will provide further advice and guidance to help the parent to make an informed choice.

### 19.9. Academy response to a parental request for elective home education

	Actions
Parent / child verbally/informally informs staff member that EHE is likely to be pursued or being seen as an option	<p>Refer the information to principal immediately via email.</p> <p>New EHE file is begun and CPOMS entry made.</p> <p>Record will be stored on file and counted in data return.</p>
Parent informs academy, in writing of intention, to EHE	<ul style="list-style-type: none"> <li>▪ Lisa Shaw, Attendance Officer informs LA EHE Officer (EHEO) Jo Softley 01782 236089</li> <li>▪ Lisa Shaw, Attendance Officer informs education director.</li> <li>▪ DSL notified to confirm if there are any safeguarding concerns that may need to be considered and informs any relevant safeguarding partners i.e., social worker.</li> <li>▪ SENCo to be notified for children with SEND.</li> <li>▪ Risk assessment to be completed for any vulnerable child.</li> </ul> <p>Parent/child invited into academy for a supportive meeting with the Assistant Principal, Mark Ludlow to:</p> <ul style="list-style-type: none"> <li>▪ explore the reasons for the request to EHE and determine if there are any barriers which the school can assist in overcoming.</li> <li>▪ parent to be given LA EHEO contact.</li> <li>▪ parent to be signposted to Elective home education: guide for parents</li> </ul>
Follow up to meeting if parent/ carer decides to continue with EHE	EHE letter 1 sent (see appendix 5)
Final stage/parent confirms intention to EHE	<p>If no response from parent within 5 working days following the meeting/discussion above to finally confirm the intention to EHE, principal to:</p> <ul style="list-style-type: none"> <li>▪ confirm with the education director that child can be removed from roll.</li> <li>▪ inform the LA EHEO</li> </ul>

	<ul style="list-style-type: none"> <li>▪ inform social workers or other professionals where relevant.</li> <li>▪ send EHE letter 2 (see appendix 5)</li> <li>▪ close file and keep record in line with GDPR</li> </ul>
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## 19.10. Monitoring of EHE trends

19.10.1. The academy will ensure that EHE data is monitored for patterns and liaise with the LA where there are concerns.

19.10.2. Data will be reported to strategic progress boards.

## 19.11. EHE and SEND

(See appendix 5 for EHE guidance)

19.11.1. Parents' right to educate their child at home applies equally where a child has special educational needs (SEN), including if they have an Education, Health and Care (EHC) Plan, but the education provided must be "suitable to the child's age, ability, aptitude and SEN". Please refer to the government SEND code of practice.

19.11.2. Parents may also home educate children who have SEN but do not have EHC plans.

## 19.12. Safeguarding

19.12.1. The academy will complete a risk assessment for any vulnerable children for whom a parent elects to educate at home and will work closely with safeguarding partners if they feel that a child's welfare or safety is compromised.

# 20. Children with medical conditions or special educational needs and disabilities

20.1. Children with medical conditions or special educational needs and disabilities are additionally vulnerable and face greater barriers to attendance than their peers.

20.2. The attendance ambition for these children will be the same as they are for any other child.

20.3. In working with their parents to improve attendance, the academy will be mindful of the barriers these children face and put additional support in place where necessary to help them access their full-time education. In all cases the academy will be sensitive and avoid stigmatising children and parents and will develop individual approaches that meet each child's specific needs.

20.4. The academy will ensure that children with additional vulnerabilities are accurately identified and have a named lead professional responsible for coordinating their holistic needs. This will include monitoring their attendance.

- 20.5. The academy will develop good support for children with these additional needs, for example by making reasonable adjustments e.g., for uniform, transport, routines, access to support in the academy and lunchtime arrangements.
- 20.6. If the needs and barriers are individual to the child this may include provision of 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. Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.
- 20.7. We will ensure that joined up pastoral care is in place where needed and consider whether a time-limited phased return to the academy would be appropriate, for example for those affected by anxiety about school attendance.
- 20.8. The academy will contact their local authority named officer for the education of children with additional health needs [insert name here] when it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative due to health needs.
- 20.9. To support children with medical conditions or special educational needs and disabilities who cannot attend, the academy will:
- put in place a comprehensive health care or similar plan which addresses medical, educational, social, emotional and mental health needs, which has been contributed to by the child, where appropriate, and parents/carers
  - for children already on other plans this can be an addendum to the existing plan where appropriate to avoid duplication of plans
  - Liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child.
  - Have a designated member of staff who will be responsible for the child and act as the main point of contact.
  - Liaise with the LA to monitor that the child receives full time education which is of good quality, (as defined in the statutory guidance Alternative Provision (2013)<sup>1</sup> which allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible (*full time is not defined in law but should equate to what the child would normally have in school- unless it would not be in the child's best interests, e.g. in KS4 this would be 25hrs a week*)
  - Liaise with any alternative provision to ensure the child is safeguarded and carry out due diligence checks.
  - Ensure the child has a comprehensive health care (or similar) plan which addresses medical, educational social, emotional and mental health needs, has been contributed to by the child and parents/carers.
  - Record discussions, decisions taken and rationale.

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<sup>1</sup> DfE Statutory Guidance: Ensuring a good education for children who cannot attend school because of health needs January 2013 [Additional health needs guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642222/Additional_health_needs_guidance.pdf)

- Ensure that cases are regularly reviewed and escalated if necessary. Each student with a Health Care Plan will have their arrangements reviewed every year by the academy.

The academy will work with the Local Authority to arrange education from the start of your child's absence if it's clear they're going to be away from school for long and recurring periods.

To support children with health needs who cannot attend, the local authority will support students who are off for more than 15 days:

This could include arranging:

- home teaching
  - a hospital school or teaching service
  - a combination of home and hospital teaching
- where children have an EHC plan 'work with the local authority to deliver any provision specified on an EHC Plan.'
  - liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child.
  - have a designated member of staff who will be responsible for the child and act as the main point of contact.
  - liaise with the local authority to monitor that the child receives full time education, which is of good quality, (as defined in the statutory guidance Alternative Provision (2013) which allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible (*full time is not defined in law but should equate to what the child would normally have in school- unless it would not be in the child's best interests, e.g. in KS4 this would be 25hrs a week*)
    - DfE Statutory Guidance: *Ensuring a good education for children who cannot attend school because of health needs*, January 2013 [Additional health needs guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/264262/Additional_health_needs_guidance_publishing.service.gov.uk)
  - liaise with any alternative provision to ensure the child is safeguarded and carry out due diligence checks

## 21. Alternative provision

- 21.1. All professionals have a statutory responsibility to safeguard and promote the welfare of children. The tracking and reporting of attendance at alternative provision is an essential component in achieving this.
- 21.2. Children at alternative provision are additionally vulnerable and will be closely monitored. The attendance ambition for children at alternative provision will be the same as they are for any other child.

- 21.3. The senior leader with responsibility for alternative provision is Kelly Hassall.
- 21.4. Most children at alternative provision will be D coded (dual registered at another school) and the academy is ultimately responsible for ensuring their safety and well-being, including home visits when necessary i.e., in the case of non-attendance.
- 21.5. The arrangements for monitoring of attendance, contacting of parents and carrying out safe and well checks will form part of a written individual plan, agreed with the child, parents and alternative provider before the child begins their placement.
- 21.6. Alternative providers are required to contact the academy on the first day by 9.30am whenever the child is absent.
- 21.7. Attendance at off-site alternative provision will be monitored daily by Lisa Shaw, Attendance Officer who will ensure that swift action is taken when a child does not attend their alternative provision place.
- 21.8. The academy will make regular visits to the alternative provision to meet the child, their link tutor and to check on their well-being, attendance and academic progress.
- 21.9. The senior leader with responsibility for alternative provision will ensure arrangements are in place to formally monitor, report on attendance at alternative provision to SLT on a weekly basis, liaising with the DSL, SENCo, Mental Health Lead, LAC coordinator or other key colleagues as necessary.
- 21.10. Children whose attendance falls below the academy's target will receive support and intervention in line with this policy. The academy will work jointly with the alternative provision to put in place a comprehensive, regularly reviewed, written plan to support better attendance.
- 21.11. There is an expectation that any safeguarding concerns are raised with the designated safeguarding lead and that all alternative providers adhere to the child protection and safeguarding policies held by the academy.

## 22. Part-time timetables

- 22.1. All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Academies have a statutory duty to provide full-time education for all children.
- 22.2. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a child's individual needs. For example, where a medical condition prevents a child from attending full-time education and a part-time timetable is considered as part of a re-integration package.
- 22.3. A part-time timetable will not be treated as a long-term solution. Any individual support programme or other agreement will have a time limit by which point the child is expected to attend full-time or be provided with alternative provision.
- 22.4. A part-time timetable should not be used to manage a child's behaviour.

- 22.5. Part-time timetables will be in place for the shortest time necessary and last no longer than 6 weeks. Formal written reviews will take place at least fortnightly and will include the child, parents/carers and other professionals as appropriate.
- 22.6. There will be an identified lead person with responsibility for monitoring the part -time timetable.
- 22.7. A written agreement/plan between the academy, the child and the parent will be drawn up. It will record the details of the timetable, responsibilities for safeguarding and review dates. Records of all review meetings will be added to the plan.
- 22.8. In agreeing to a part-time timetable, an academy has agreed to a child being absent from the academy for part of the week or day and therefore must record it as an authorised absence.

### 22.9. Safeguarding

- 22.9.1. The academy will ensure that the DSL has been consulted, a risk assessment carried out and suitably robust arrangements are in place to ensure the ongoing safeguarding of any child on a part time timetable.

## 23. School targets and initiatives

- 23.1. The school has targets to improve attendance, and everyone has an important part to play in meeting these targets. Targets for the school and for classes are displayed in the school and on the academy website.
- 23.2. The academy has set a whole school attendance target of 100% attendance and will keep parents/carers updated regularly about progress and how their child's attendance compares.
- 23.3. Details of academy absence levels are available from Lisa Shaw, Attendance Officer.
- 23.4. The academy's target is to achieve better than this as good attendance is the key to successful schooling.
- 23.5. Information on any projects or initiatives that will focus on these areas will be provided in the academy newsletter and on social media.
- 23.6. Academy leaders, governors and OAT education directors, DSL, SENCo, Mental Health Lead and LAC Coordinator ensure that attendance data, particularly for identified vulnerable groups is closely and regularly monitored identifying trends or patterns and assessing the impact of actions taken and that inclusive and non-discriminatory practices are employed.

## 24. Rewards

24.1. 100% attendance will be acknowledged in the following ways:

- Awards at the end of term
- Eligibility for reward trips

24.2. Good/improving attendance and punctuality will be acknowledged in the following ways:

- Awards at the end of term
- Eligibility for reward trips

## 25. Attendance codes

The academy will use the attendance codes as outlined in the Working together to improve school attendance guidance and will ensure any subsequent guidance is followed.