

DMAT ATTENDANCE POLICY

This policy has been written with consideration given to working practices. By adopting this policy, a reduction in workload has been facilitated by reducing the need for individual academies to interpret the policy locally.

This policy draws from and must be read in conjunction with the DFE [Guidance working together to improve school attendance](#) and [Summary table of responsibilities for school attendance](#).

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PART ONE

The name and contact details of the senior leader responsible for strategic approach to attendance will be published by each school. The name and contact details of school staff who pupils and parents should contact about attendance on a day-to-day basis will be published by each school. The name and contact details of school staff who pupils and parents should contact for more detailed support with attendance will be published by each school (see school level appendix).

1. Statement of Intent

The Dartmoor Multi-Academy Trust promotes good attendance through our positive and welcoming ethos. Within all our settings each individual is valued and encouraged to do their best. The national policy landscape continues to increasingly emphasise the importance of wellbeing and relationships in shaping positive outcomes for young people. Improving wellbeing is a key priority at The Trust. The ethos and culture of our schools is such that it supports positive attitudes towards attendance from all stakeholders. We are committed to developing strong relationships between staff, pupils, parents, and the local community by supporting at the earliest opportunity where need is identified.

Fundamental to the Attendance Strategy at The Trust is the principal of partnership working. All stakeholders have a role in working together to promote and achieve a regular pattern of attendance for the young people in all our schools.

Attendance is everyone's business, and everyone involved with the care of children is equally responsible for ensuring children's attendance. This means schools, LAs, social care, NHS workers and community partners all have a responsibility to see every child in school every day, and to wrap support around that child. All partners should make children's attendance a top priority. Every child should be in school every day, supported and ready to learn. Every child has the right to a fantastic education (Dame Rachel de Souza, Children's commissioner for England). We encourage and assist all pupils to achieve excellent levels of attendance and punctuality so that they are able to access the curriculum and take full advantage of the opportunities available to them.

The Trust recognises that good attendance occurs when young people enjoy, and are excited about, coming to school. School staff are committed to creating an environment that is conducive to high levels of attendance. Measures include:

- Creating a climate where attendance and punctuality are valued as a priority by the whole school community, including pupils, parents, staff and governors.
- A positive ethos and culture
- Ensuring pupils are included and engaged.
- Using nurturing approaches and creating safe spaces where learners can thrive.
- Addressing barriers to learning and participation, considering the needs of all young people
- Teaching and modelling a love of learning and helping families to see the value of the education that is offered to them.
- Promoting positive relationships among young people and adults
- Developing positive, open, and effective communication between home and school and providing support, advice and guidance for parents and pupils
- Creating personalised and achievable targets for pupils, based on their medical needs and/or additional needs that is realistic and appropriate for each individual.
- Reviewing and improving anti-bullying measures
- Promoting the importance of good attendance through celebration and rewards. (Attendance award systems used within a school will take exceptions for 'authorised absence' into account, which are pupils whose absence marks relate to a recognised impairment (as the Disability Discrimination Act requires us to treat those with a disability 'more favourably') or those pupils granted leave for religious observance.

The Trust actively promotes and encourages 100 per cent attendance for all our pupils. We recognise that parents have a vital role to play and that there is a need to establish strong home-school links and communication systems that can be utilised to celebrate positive patterns of attendance in an appropriate and sensitive manner, as well open communication when there is a concern about absence. Parents/carers have a key role to play in promoting and supporting regular attendance of their children in school and Trust staff are committed to working in partnership.

If there are challenges which affect a pupil's attendance, we will investigate, identify and strive in partnership with parents and pupils to resolve those problems as quickly and efficiently as possible. We will support our families and use a focused approach to enable the pupil to always achieve full attendance.

2 - Absence procedures

In the case of pupil absence from school, parents/carers are requested to contact the school by sending an email, text message or telephone call before the start of the school day. Parents/carers are asked to provide a reason for this absence so that this can be accurately recorded. If a young person does not attend school, the absence will be checked against details of contacts made by parents, including expected date of return to school. If a parent has not advised the school their child will be absent, then it must be assumed that they are unaware of the absence and that the pupil is either missing or absent without parental awareness. This must be recorded as unauthorised absence until an explanation is received by the school. The young person's form tutor/class teacher will contact the parent/carer after any unauthorised absence to establish if any support is needed. The tutor/class teacher will also

check in with the pupil when they return to school to offer support and encouragement. If a pattern of absence is becoming apparent, school staff are committed to continuing to work alongside parents to resolve any issues, based on positive and trusting relationships between the home and school.

It is important that information about pupil's attendance and absence is recorded, and that information is used to inform interventions to support pupils.

Parents/Carers will be contacted when a young person has not arrived in school. This is usually done by email and sometimes parents will receive a phone call from the Attendance Officer or another member of staff if there has been no communication about the reason for absence.

If attempts to contact the parent are not successful, then emergency contact numbers, such as those of other family members, will be used.

If the parent/carer cannot be contacted to confirm the whereabouts of the pupil, the record of absence should be passed to their form tutor/class teacher who will consider the information in light of known attendance issues, support needs or current concerns about the young person. This member of staff will follow the school's absence procedures and follow up as appropriate. If there are known safeguarding concerns, the information will also be shared with the Designated Safeguarding Officer to determine appropriate next steps.

Many issues relating to absence in school can be dealt with quickly and promptly by within school supports and by ensuring that there are positive relationships in place to support young people and their families. However, there may be occasions when absence from school becomes a more significant cause for concern and The Trust schools will consider the most appropriate next steps in consultation with the pupil and parents, to ensure improved attendance, these may include;

- High quality pastoral care systems for early response to absence and signs of difficulty
- Effective approaches for assessment and planning for additional support needs to address any barriers to learning that might be impacting on attendance.
- Early support meetings between the student's form tutor/class teacher and the parent to identify and discuss any potential barriers to attendance.
- Creation of a supportive, time-limited attendance action plan which clearly outlines the supports and structures that are required to be in place to support wellbeing and/or additional needs.
- Flexible pathways and consideration of approaches to include and engage pupils in their learning.
- Initiation of a multi-agency Early Help Assessment (EHA).

*If all support in school has been exhausted and attendance has not improved, the school will discuss the concerns with the Local Authority Attendance Improvement Team who may consider measures for compulsory compliance by parents/carers of young people through Education Supervision Orders, Fixed Penalty Notices or Parenting Orders.

3. Managing Attendance: day to day processes

Individual schools will publish the timings of the school day. Pupils arriving after registration opens but before registration closes are deemed as late 'before registration closes'. Pupils arriving after registration closes are considered 'late after registration has closed', They will lose their mark for the whole session and the absence is recorded as 'unauthorised'.

Each child will receive an AM session mark (schools will publish the individual times children are expected to arrive in school), and a PM session mark. PM registers will be taken AFTER the lunch break.

Parents are expected to inform the school if their child is absent by email/text/telephone giving the reason for absence. The school will follow first day calling procedures for pupils who are absent with no explanation as follows:

1. After registers are taken and absence notifications are noted, produce list of pupils absent with no explanation.
2. Double check in school before starting calls.
3. Call/text everyone on the contact list. We leave messages if there is a voicemail option.
4. Once contact is made, stop the 'first day calling' process.

5. If unsuccessful, Call the contact list twice.
6. If no reply from anyone on the contact list, consider: - Does the child have additional agency support, such as a social worker, contact them. Explore any in school intelligence regarding the family.
7. If no answer, DSL consider possible next steps, including a home visit welfare check or referral to children's services / MASH / Police where appropriate.

Once the child has returned to school following an unauthorised absence, or where a pattern of absence is forming (3 incidents of absence within a 4-week period), their form tutor/class teacher will call parent/carer to offer support, as well as 'check in' with the pupil to ensure there are no concerns, and to offer support if any party identifies any difficulties.

If the absence is for more than one day, the school should be notified on each day.

The reason for late arrivals and early departures will be added as a comment in the session mark for the day so that the school and parents have a complete record of any absences for their child.

4. Communication

Schools have a duty to regularly keep parents/carers informed of their child's attendance. At the DMAT, each school will report attendance twice each half term, so as all parents and carers can be aware of attendance levels and actively promote good attendance with their child/children.

Schools within the DMAT will also send letters to parents if attendance falls below a certain level, to offer support and arrange meetings to develop Attendance Support Plans. We do expect parents to engage with this process so as we can work collaboratively to ensure every young person accesses the education they deserve.

Initial letters will be sent at the following points;

Attendance below 95% - Letter to offer support, identify barriers and invite parents to make contact if there is anything they feel school can support with

Below 90% - A meeting will be arranged in school to develop an Attendance Support Plan, a letter will be sent informing parents of the date and time of the meeting.

Subsequent letters will follow depending on support plan review dates, progress made, engagement.

If there has been no engagement from parents or no improvement following support, the school will meet with the Trust Education Welfare and Inclusion Lead to discuss possible next steps and arrange a more formal meeting which may lead to referral to the Local Authority Attendance Improvement Team.

Letters will also be sent home to inform parents/carers if their child/children is arriving at school late and it is becoming a concern.

4. Expectations

4.1 What you can expect from The Dartmoor Multi Academy Trust:

- Take an active role in attendance improvement, support schools to prioritise attendance, and work with leaders to fulfil expectations and duties and set whole school cultures.
- Ensure school staff receive training on attendance.
- Regularly review attendance data and help school leaders focus support on the pupils who need it.

4.2 What you can expect from schools:

- Build strong relationships with families: work with each identified pupil and their parents to understand and address reasons for absence, including any in-school barriers to attendance.
- To identify, signpost and support access to any required services when out of school barriers are identified.
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plans and ensuring the provision outlined in the pupil's EHCP is accessed.
- If an attendance issue persists, take an active part in the multi-agency effort with the local authority and other community partners to support the pupil and family.

- Where absence becomes persistent (90% and under), put additional targeted support in place to remove any barriers and develop a robust, supportive, time-limited attendance action plan.
- 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, reminding them of their legal duty in regard to their child's attendance.
- Where there are safeguarding concerns, intensify support through statutory services.
- Have a whole school culture that promotes the benefits of good attendance .
- A clear school attendance policy on the school website which all staff, pupils and parents understand.
- A dedicated senior leader with overall responsibility for championing and improving attendance.
- Robust daily processes to follow up absence.
- Proactively use data to identify pupils at risk of poor attendance.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- To agree a joint approach for all severely absent (50% and under) pupils with the local authority.

4.3 What Dartmoor Multi Academy Trust expects from pupils:

- Doing all they can do to attend school and all their lessons every day and on time, except when a statutory reason applies (See Attendance Policy Part 2 - 3.1).
- Being ready to learn.
- Playing a positive role in the life of the school and making the most of the educational opportunities available to them.
- Asking a member of staff for support if they are experiencing difficulties either at home or in school and engage in the support provided.
- Celebrating their successes and achievements.

4.4 What Dartmoor Multi Academy Trust expects from Parents/Carers:

- To ensure their child attends every day the school is open except when a statutory reason applies.
- To ensure their child attends punctually, dressed in full uniform and equipped to learn.
- To notify the school as soon as possible when their child has to be unexpectedly absent.
- Only request leave of absence in exceptional circumstances and do so in advance.
- To avoid making medical or dental appointments during school time as far as possible - Where possible, medical appointments should be made out of school hours or during school holidays. For any appointments during the school day, please send in a copy of your child's appointment card/letter.
- To work with the school and local authority to help them understand their child's barriers to attendance.
- To proactively engage with the support when offered – including any attendance support action plans, voluntary early help plan or parenting contracts to prevent the need for legal intervention.

Please follow this process if your child is going to be absent from school:



5 - Promoting and incentivising good attendance???

Each school will publish its own strategies and procedures (see school level appendix).

(To be reviewed following pupil voice feedback)

Attendance Policy Part 2 – Important information for parents/carers

1. Legislation

1.1 The Education Act 1996 requires parents/carers to ensure their children receive effective, fulltime education, either by regular attendance at school or otherwise. Schools are responsible for and are expected to accurately record admission and attendance registers.

2. The DMAT's strategy for using data to target attendance improvement efforts.

Attendance data informs action planning and supports the identification of key priorities in our school development plan and future revisions of this policy. The attendance data will be reported to the Headteacher / Principal and all other relevant staff, to facilitate discussions with pupils and families. Data will also be used by the school to monitor the impact of any interventions put in place to modify them and inform future strategies.

Pupil-level absence data is collected regularly and published at national and local authority level through the DfE's school absence national statistics releases. We compare our attendance data to the national average and use the following ways of monitoring data to inform practice;

- Monitor session, daily and weekly attendance data.
- Analyse attendance data for individual pupils, groups and cohorts across the school in order identify patterns, trends and anomalies. Use this analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions.
- Identify the pupils who need support and focus efforts on developing targeted actions.
- Conduct thorough analysis of half termly, termly and full year data to identify patterns and trends.
- Benchmark data at whole school, year group and cohort level against local, regional and national level.
- Devise specific strategies to address areas of poor attendance identifies through data.

3. Authorised and Unauthorised absences

3.1 Authorised Absences

An authorised absence is when approval has been given in advance for a pupil of compulsory school age to be absent for a specific (legal) purpose, or we have accepted an explanation offered afterwards as justification for absence from a parent or carer. This may include:

- An absence for illness for which we have granted leave.
- Medical or dental appointments may be granted leave where every attempt has been made to arrange outside of school hours, has been unsuccessful and so cannot be avoided, or where the appointment is a genuine emergency.
- Religious or cultural observances for which we have granted leave. The day must be exclusively set apart for religious observance by the religious body to which the parents or pupil belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance.
- An absence due to a change to exceptional circumstances

3.2 Unauthorised absences

An unauthorised absence is defined as one where we are not satisfied with the reasons given for the absence. Reasons may include:

- Parents keeping children from attending unnecessarily or without reason
- Missing sessions before or during the school day
- Absences which have never been properly explained
- Arrival after the register has closed
- Day trips and holidays in term time that have not been agreed
- Leaving our school without authorisation during the day

3.2 Absences during Term Time

3.21 Permission must be sought in advance to take a pupil out of school during term time, which can only be requested from a parent/carer with parental responsibility and with whom the child normally lives, using the appropriate Absence Request Form (S2 Form) for all other nonmedical absence.

3.22 If the circumstances relating to this request are considered exceptional and the absence is authorised by the school, the authorising of the absences will be conditional on the child's attendance being satisfactory up to the date covered by this request. If the academy withdraws the authorisation due to the attendance dropping to an unacceptable level, the parent/carer will be informed of this in writing.

3.23 If a request is refused and the child is taken out of school, this will be recorded as an unauthorised absence, which may then be liable to a penalty notice, payable by each parent/carer, or the subject of court proceedings which could result in a fine of up to £2,500 and/or a term of imprisonment of up to 3 months.

3.24 A session is defined as one half day of school. If a student misses a full day of education this is counted as 2 sessions.

4. Pupils with medical conditions or special educational needs and disabilities

Schools should be the place where every child can find support for their needs, with routes into more specialist support where this is necessary. This means that every school should be able to support children with SEND, with mental health needs, children who have problems at home, or who are experiencing bullying (Dame Rachel de Souza, Children's commissioner for England).

4.1 Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the

same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This should include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support. Implementing an Individual Healthcare plan so as all relevant staff are aware of difficulties and support needed.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, schools should 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. Please see further details on SEN support.
- Establishing 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.
- Ensuring 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.
- Ensuring data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

4.2 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. Please see further information on supporting pupils with medical conditions at school.

5. Truancy

5.1 It is the legal responsibility of parents/carers to ensure their child attends all lessons as required. Parents/carers will be informed by the school if their child has been identified as truanting from school and absence processes will be followed. We would appreciate a collaborative approach with parents to eliminate any truancy issues identified.

6. When Attendance Causes Concern

6.1 If a child of compulsory school age fails to attend regularly at a school, at which they are registered, or at a place where alternative provision is provided for them, Parents will be offered supportive meetings to discuss the school's attendance concerns.

It is important to note that unauthorised absence could mean that the parents/carers may be guilty of an offence and can be prosecuted by the local authority. In order to avoid this, we encourage partnership working at all times.

6.2 Parents will be contacted on the first day of absence whenever any student is absent without reason, or persistently late, and will be reminded, if necessary, of their legal responsibility for ensuring that a child of compulsory school age attends school regularly.

6.3 The Attendance Officer/Form Tutor/Class Teacher/ Senior Leader is responsible for following up any concerns for attendance, informing parents where there are concerns regarding attendance, and for reporting persistent problems to the designated senior leader.

6.4 Parents will be offered supportive meetings to discuss the school's attendance concerns once a child has dropped to 95% attendance, and parents/carers will be invited into a meeting to develop an attendance action plan once attendance has dropped to 90% or below.

6.5 The school will consider any 'reasonable adjustments' that can be made to support and improve attendance.

6.6 As part of the strategy to improve attendance, parents and carers will be offered Early Help at every stage. You can find information about this here [Early Help - Devon Children and Families Partnership \(dcfp.org.uk\)](https://www.dcfp.org.uk)

6.7 Notification letters will be sent home, and meetings arranged, where a child's attendance or punctuality is of concern or drops below an acceptable standard.

7. Persistent and severe absence

* Persistent Absence is defined as: 10% or more of sessions missed (based on each pupil's possible sessions).

Absences may be authorised or unauthorised.

* Severe Absence is defined as: 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

* Persistent lateness is defined as pupils who have five or more late marks recorded in a single half-term.

7.1 Where absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), schools and local authorities are expected to work together to put additional targeted support in place to remove any barriers to attendance and reengage these pupils. In doing so, the DMAT schools will take into consideration the reasons for absence and re-enforce the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches. Where appropriate, when a child within the Trust falls below 90% attendance, an Attendance Support plan will be developed in partnership with the parent and any other professionals who may be able to help, to improve attendance and prevent it from falling further.

7.2 Pupils, who are PA, will be discussed as a potential concern at weekly or fortnightly attendance review meetings. Where pupils have an identified special educational need, the schools SENCO will also provide support, so that the impact of needs are clearly understood and appropriate, supportive actions are taken.

7.3 Particular focus should be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them. All partners should work together to make this group the top priority for support.

7.4 If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements have been provided but persistent or severe absence for unauthorised reasons continues, the school will need to consider whether this constitutes a safeguarding concern. Any safeguarding concerns will be discussed with the DSL to consider appropriate next steps. Further information is available in the statutory guidance on Keeping Children Safe in Education - [Keeping children safe in education](#)

7.5 In all cases, schools and local authorities are expected to make patterns of both persistent and severe absence a focus of their regular data monitoring and identify pupils and cohorts who need targeted attendance support as quickly as possible. Both persistent and severe absence are central to school, trust, and local authority level strategies for improving attendance.

There are 190 school days each year, this means that there are 175 non-school days a year.

Attendance %	Rating	As a guide (number of days missed)	Description
100%	Perfect Attendance	0	This is the best chance of success for your child
97%	Good Attendance	5	
95%	Improvement Required	9	Less chance of your child succeeding as it is harder for them to make progress – Support will be offered to remove any barriers to attendance
92%	Concern	15	
Below 90% (persistent absence)	Serious Concern **	19	Serious Concern Missing this much education can cause a significant disadvantage to your child. An attendance support plan will be put in place to ensure your child's attendance can improve. Without improvement to attendance the consequence could be legal action.

8. [Referral to LA Attendance Improvement Team \(To BE revised in September\)](#)

9. Attendance Prosecution

9.1 If a child of compulsory school age fails to attend regularly at a school at which they are registered, or at a place where alternative provision is provided for them, their parents may be guilty of an offence and can be prosecuted by the local authority.

9.2 Prosecution in the Magistrates Court is the last resort where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case. Where it is decided to pursue prosecution, only local authorities can prosecute parents and they must fund all associated costs, including in the preparation of court documentation.

9.3 Local authorities have the power to prosecute:

- Parents who fail to comply with a school attendance order issued by the local authority to require a parent to get their child registered at a named school (under section 443 of the Education Act 1996). This may result in a fine of up to level 3 (£1,000).
- Parents who fail to secure their child's regular attendance at a school, for which there are 2 separate offences: section 444(1) where a parent fails to secure the child's regular attendance; and section 444(1A) where a parent knows that the child is failing to attend school regularly and fails to ensure the child does so. The section 444(1) offence may result in a fine of up to level 3 (£1,000) and the section 444(1A) offence may result in a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- Parents who fail to secure the regular attendance of their child at a place where the local authority or governing body has arranged alternative provision (under sections 444 and 444ZA). This may result in a fine of up to level 3 (£1,000), or if the parent is found to have known the child was not attending regularly and

failed to ensure that they did so, a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.

- Parents who persistently fail to comply with directions under an Education Supervision Order (under Schedule 3 to the Children Act 1989) or breach a Parenting Order or directions under the order (under section 375 of the Sentencing Act 2020). These may result in a fine of up to level 3 (£1,000).

9.4 The decision to prosecute rests solely with the LA as an independent prosecuting authority, but in deciding whether to prosecute the local authority may wish to consider:

- The level of engagement from the parent and whether prosecution is the only avenue left to demonstrate the severity of the issue to the parent and/or cause parental engagement with the support they require.
- Whether all other legal interventions have been considered and are not appropriate or have been tried and have not worked.
- Whether statutory children's social care intervention would be more appropriate in the case (including a Child in Need or Child Protection Plan), especially where absence is severe.
- The parent(s)' response to formal warning(s) and/or evidence given in the interview under caution – including any statutory exemptions to prosecution that might apply (see below).
- The Attorney General's guidelines for public prosecutors, including public interest tests and equalities considerations.

9.5 The 1996 Act also sets out the circumstances in which a pupil has not failed to attend school regularly and therefore the parent has not committed an offence under section 444(1) or (1A) of the Act (the statutory defences). These are:

- The parent proves the pupil was prevented from attending by their ill health or any unavoidable cause, including exclusion.
- The pupil has been granted leave of absence by the school or, in the case of alternative provision, by a person authorised to do so.
- The absence was on a day set aside for religious observance by the religious body to which the pupil's parent(s) belong.
- The parent proves the local authority were under a duty to provide transport to the school and have failed to do so.
- If the school is an independent school, the parent proves that the school is not in walking distance of the pupil's home and the local authority have not made suitable arrangements for the child to either board at the school or be admitted to a state funded school closer to home.
- If the absence was from certain types of alternative provision, the parent proves the child is receiving education otherwise than by regular attendance.
- If the absence was from alternative provision, the parent had not been notified about the provision in writing before the absence.
- If the child has no fixed abode and the parent can prove that their trade / business requires them to travel, and the child has attended school as regularly as the nature of the trade or business permits, and (if the child is 6 or over) the child has attended school for at least 200 sessions during the preceding 12 months up to and including the date on which the proceedings were instituted.

10. Policy Circulation

10.1. This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule.

10.2 This Policy will be published on each school's website and circulated to all parents.

10.3. This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.

10.4. The Trust Executive Team, is responsible for overseeing, reviewing and organising the revision of this Policy.

The Trust is committed to providing a full and effective educational experience for all pupils. We believe that if pupils are to benefit from education, punctual, daily attendance is crucial. Irregular attendance undermines the educational process and can lead to educational and social disadvantage.

15 Relevant legislation and guidance

[Working together to improve school attendance](#)

[Summary table of responsibilities for school attendance](#)

[The Education Act 1996](#)

[The Children Act 1989](#)

[The Crime and Disorder Act 1998](#)

[The Anti-social Behaviour Act 2003](#)

[The Education and Inspections Act 2006](#)

[The Sentencing Act 2020](#)

[The Education \(Pupil Registration\) \(England\) Regulations 2006](#)

[The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)

[The Education \(Penalty Notices\) \(England\) Regulations 2007](#)

[Parental responsibility measures for attendance and behaviour](#)

[Children missing education](#)

[Keeping children safe in education](#)

[Working together to safeguard children](#)

[Elective home education](#)

[Alternative provision: statutory guidance for local authorities](#)

[Exclusion from maintained schools, academies and pupil referral units in England](#)

[Supporting pupils at school with medical conditions](#)

[Ensuring a good education for children who cannot attend school because of health needs](#)

[Promoting and supporting mental health and wellbeing in schools and colleges](#) [Approaches to preventing and tackling bullying](#)

[Voices of England's missing children](#)

Attendance Policy-school level appendix for Tavistock College

This policy has been written with consideration given to working practices. By adopting this policy, a reduction in workload has been facilitated by reducing the need for individual academies to interpret the policy locally.

This appendix draws from and must be read in conjunction with the [Trust Attendance Policy](#), DFE [Guidance working together to improve school attendance](#) and [Summary table of responsibilities for school attendance](#).

Attendance is everyone's business, and everyone involved with the care of children is equally responsible for ensuring children's attendance. This means schools, LAs, social care, NHS workers and community partners all have a responsibility to see every child in school every day, and to wrap support around that child. All partners should make children's attendance a top priority. Every child should be in school every day, supported and ready to learn. Every child has the right to a fantastic education (Dame Rachel de Souza, Children's commissioner for England). We encourage and assist all pupils to achieve excellent levels of attendance and punctuality so that they are able to access the curriculum and take full advantage of the opportunities available to them.

1.Contact details

1.1 The name and contact details of the senior leader responsible for the strategic approach to attendance is James Buchanan.

1.2 The name and contact details of school staff who pupils and parents should contact about attendance on a day to day basis is Kirstie Shalgosky.

1.3 The name and contact details of school staff who pupils and parents should contact for more detailed support with attendance is the students' year team:

- **Year 7**

- HOY - Simon Hunter s.hunter@tavistockcollege.org

- DHOY - Trudi Massey t.massey@tavistockcollege.org

- KS3 Admin - Angela Wyke-Smith a.wyke-smith@tavistockcollege.org

- **Year 8**

- HOY - Natasha Ingleby n.ingleby@tavistockcollege.org

DHOY - Steven Marsh s.marsh@tavistockcollege.org
KS3 Admin - Angela Wyke-Smith a.wyke-smith@tavistockcollege.org

- **Year 9**

HOY - Laura Evans la.evans@tavistockcollege.org
DHOY - Sonia Fox so.fox@tavistockcollege.org
KS3 Admin - Angela Wyke-Smith a.wyke-smith@tavistockcollege.org

- **Year 10**

HOY - Rachael Squire r.squire@tavistockcollege.org
DHOY - Patrick Trimmer p.trimmer@tavistockcollege.org
KS4 Admin - Amy Powers a.powers@tavistockcollege.org

- **Year 11**

HOY - Dan Jacob d.jacob@tavistockcollege.org
DHOY - Niall Murphy n.murphy@tavistockcollege.org
KS4 Admin - Amy Powers a.powers@tavistockcollege.org

- **Sixth Form**

Head of Sixth Form - Wendy Stephens w.stephens@tavistockcollege.org
Pastoral Lead Sixth Form - Elaine Ruxton e.ruxton@tavistockcollege.org
Pastoral Lead Sixth Form - Lucinda Howard l.howard@tavistockcollege.org
Sixth Form Admin - Lisa Mabey l.mabey@tavistockcollege.org

2. Managing Attendance:

2.1 The start of the school day is 0845. Pupils are expected to arrive at the school site at 0835 ready for morning protocols. The register opens at 0845 and closes at 0915. Pupils arriving after registration opens but before registration closes are deemed as late 'before registration closes'. Pupils arriving after registration closes are considered 'late after registration has closed'. They will lose their mark for the whole session and the absence is recorded as 'unauthorised'. The school day ends at 1510. Afternoon register is taken at 1410, after the Lunch break.

2.2 Parents are expected to inform the school by 8am if their child is absent by calling 01822 614231 and selecting Option 4 (absence line) or by emailing k.shalgosky@tavistockcollege.org - giving the reason for absence.

3. How the school is promoting and incentivising good attendance

Attendance work streams

Daily	
Vice Principal / DSL	<ul style="list-style-type: none">➤ Knows the day's attendance % by 9.30am each day and the year to date % each day➤ Makes calls on any safeguarding attendance concerns and makes referrals to MASH, DCC, police as appropriate
Attendance officer	<ul style="list-style-type: none">➤ Alerts safeguarding team to any students on 'Vulnerable List' who are absent.➤ Generates the Daily Checker list.➤ First Day Absence procedures: Contacts home for students for whom parents/carers have not made contact.➤ Uses attendance phone call micro-script to address attendance concerns.➤ Sends text messages/emails home for non-attendance.➤ Run absence list and distribute.➤ Refresh of attendance data in order to send out appropriate attendance concern letters (Arbor).➤ First day calls and messages.➤ Leads on conducting classroom checks with support of on-call staff.➤ Attendance data export at the end of every day to the MAT
Head of Year	<ul style="list-style-type: none">➤ Knows the day's attendance % for their years by 9.30am. Knows the names of students in their year who are not in school that day.➤ By end of day have an updated list of students who were still not in school despite phone calls and potential home visits.➤ Gives HOY admin and DHOY direction for attendance interventions to be put in place to secure students back in school who were absent previous day <p>Eg:</p> <ul style="list-style-type: none">- Call parent at end of day to set up a reintegration meeting for first thing- Ask parent to accompany student into school first thing for a meeting to ensure attendance.

Deputy Head of Year (DHOY)	<ul style="list-style-type: none"> ➤ Knows the day's attendance % for their year by 9.30am. Knows the names of students in their year who are not in school that day. ➤ Check the absence list by visiting classrooms of relevant students (managed by SLT on call) ➤ Phone calls for all students not in school where there has been no communication from family to College prior (with HOY admin / top 20). ➤ If no contact can be made following home visit and whereabouts of child is unknown then reported to safeguarding lead/team.
Weekly	
Vice Principal	<ul style="list-style-type: none"> ➤ Knows the week's attendance % by Monday at 9.30am (for previous week) and the year to date %.
Attendance officer	<ul style="list-style-type: none"> ➤ Manage and pre-code reduced timetables ➤ Call Looked after call to report CIC children's attendance ➤ Manage leavers ➤ Complete any EHE / CME forms as and when needed - Scanned into CPOM's ➤ Complete S2 forms return with either a printed letter if unauthorised or an email if authorised ➤ Follow up with fixed penalty notices - approx. 20 minutes to complete paperwork for one fine ➤ Print reports for DSL as and when needed ➤ Weekly check of roll call marks for official registers / registers have to be clear after 10 days ➤ Input trip codes and events happening in school manage custom registers making sure they are up to date (liaise with reception) ➤ Printing attendance letters ➤ Attend meetings for attendance as and when needed
Head of Year	<ul style="list-style-type: none"> ➤ Analyse attendance data and identify students who are a priority and decide upon appropriate actions. Look for students below 95%. ➤ Liaise with AO / DHOY and ensure clarity on actions and interventions for attendance.

Deputy Head of Year (DHOY)	<ul style="list-style-type: none"> ➤ Analyse attendance data and identify students who are a priority and decide upon appropriate actions. Look for students below 90%. ➤ Liaise with AO/HOY and ensure clarity on actions and interventions for attendance.
Fortnightly	
Vice Principal	<ul style="list-style-type: none"> ➤ Pastoral MLT meeting - attendance standing item. ➤ SAMs meetings with each HOY/DSL/SENDCO to focus on attendance concerns.
Half termly	
Vice Principal / Assistant Principal	<ul style="list-style-type: none"> ➤ QA attendance contracts ➤ Celebration 97% or higher attendance AND improved attendance.
Attendance officer	<ul style="list-style-type: none"> ➤ Publish half termly attendance summary report ➤ Provide attendance reports for celebrations / awards.
Head of Year	<ul style="list-style-type: none"> ➤ Celebration Assemblies with an attendance focus... 100% certificates, winning year group etc. ➤ Be clear on year group attendance for half term
Deputy Head of Year (DHOY)	<ul style="list-style-type: none"> ➤ Update 97% and higher celebration year group ➤ Be clear on year group attendance for half term ➤ Review actions on attendance spreadsheet.

Attendance Action Steps

Concern	Action	Information follow-through	Staff responsible
First day of absence	First day calls / communication made by Attendance Officer as per outlined process	Logged on Arbor	Attendance Officer

Attendance % below 95%	Tutor contact (use script if required) followed by Letter 1. Early Help offered. Tutor to call home and follow up if no contact after 2 weeks and further absences.	Logged on Arbor / Letter uploaded to Arbor	Tutor / Attendance Officer
Attendance % below 90%	Letter 2 sent and attendance support meeting arranged with DHOY. Targets set/reasonable adjustments agreed dependent on individual need. Attendance Support Plan drawn up and review arranged for 3 weeks.	Letter uploaded to Arbor / ASP uploaded to Edukey	Attendance Officer / DHOY
Family fail to attend Attendance Support meeting	Letter 3 is sent asking family to contact College and rearrange meeting.	Letter uploaded to Arbor.	DHOY / Attendance Officer
Family non-engagement and attendance continues to be a concern.	Letter 4 is sent.	Letter uploaded to Arbor.	DHOY / Attendance Officer
Continued attendance concern	Attendance Support Plan is share with all parties (produced in absentia of family if not engaging) and review meeting date set (2-3 weeks). Review meeting - review targets set at first meeting and explain next step to family.	Letter uploaded to Arbor.	DHOY / Attendance Officer
From Review Meeting : Targets met	Continue to review until 6 week period finished. Letter 6 sent.	Letter uploaded to Arbor.	DHOY / Attendance Officer
From Review Meeting : Targets not met	Review targets and set new ones if appropriate, considering other possible support. Further review at 6 week point. Explain need for formal meeting to consider legal action if no improvement at 6 week point and possibility of requesting medical evidence for future absence. Letter 7 sent with revised plan. If some improvements/changes made - further review in 3 weeks. Letter 7 sent with revised plan.	Letter uploaded to Arbor.	DHOY / Attendance Officer

6 week review / end of plan	<ol style="list-style-type: none"> 1. Targets met - close and monitor. 2. Improvements made - further review in 3 weeks 3. No improvement - move to the final step. 	Letter uploaded to Arbor.	DHOY / Attendance Officer
No improvement or no engagement from family	Letter 8 sent informing family of formal meeting and discussion with Education and Welfare Inclusion Lead (EWIL), as well as possible referral to Local Authority (consider whether to request medical evidence for future illness at this point).	Letter uploaded to Arbor.	DHOY / Attendance Officer

Appendix A: Attendance phone-call micro-script (for tutors)

Hello [Parent's name].

I am [caller's name] from Tavistock College.

How are you doing today? We are worried as (Child's name)'s attendance is not where it should be. Are they doing okay?

Are there any friend / relationship issues that are causing a concern?

Are there any subjects that might be causing an issue for (Child's name)?

We are committed to putting things right and improving (Child's name)'s attendance.

Consider: Tutor meeting in College / TAF meeting / HOY support / referral to DSL / resolution with student / resolution/planning meeting with teacher.

Appendix B: Attendance phone-call micro-script

Micro-script for attendance phone call

Hello [Parent's name].

I am [caller's name] from Tavistock College.

How are you doing today? We are worried as (Child's name) is not in school today. Are they doing okay?

If parent says they are sick

What a shame. I am sorry to hear they are unwell. Do you think they would be well enough to come into school now? If not we would advise you take them to the doctor.

If you could provide us tomorrow with the doctors appointment slip that would be helpful please.

If you do not think they require to see a doctor could you please accompany them into school now?

If parent says they are refusing to come into school

What a shame. If you tell them that (caller's name) is on the phone and would like to speak to them to encourage them to come in.

Hello (student's name)

How are you doing today? We are worried about you. I hear you do not want to come into school. Is everything okay? Tell me what is wrong. We can find a solution.

Why don't you come into school now to meet with me and we can put a plan in place that will help resolve those issues.

Great I will see you in 30 minutes.

If parent says they are out of the country with their child

Just like you, we want to do all we can to be sure [child's name] is successful in school and one way we can help make this happen is to be sure [s/he] gets to school each day. Allowing them to leave the country during term time is not helpful for your child's education. It can lead to court action. There are fines associated with this. When is their return ticket booked for? Can you email us a copy of it? We would recommend they return to the UK immediately to prevent any further action.

When [child's name] misses school [s/he] also misses valuable learning time and this can make [her/him] fall behind in [her/his] school work. We need to work together to prevent this happening.

If parent says they do not know where the child is. They thought they were in school. Go and double check first that they are not in lesson or in another lesson

Did (child's name) leave in uniform this morning with intention of going to school? Have you tried their mobile number?

Look at who else in their year group/friendship group is not in school. Do you know who they could be with? Where they could be?

Can you go and look for them? Please keep us informed. We will contact the police if we are still unable to find them. We suggest you contact 101 if you are still unable to find them too.

Arrange for child to be escorted into school for a Head of Year meeting when they've been found. Student to do an extended day in Moorland Rescue as a sanction.

Appendix C: Home visit micro-script

Micro-script for home visit

Hello [Parent's name].

I am [staff name] from Tavistock College

How are you doing today? We are worried as (Child's name) is not in school today. Are they doing okay? Are we able to come in to discuss how we can get (child's name) back into school?

If the parent refuses entry

I understand that you might have some reservations about us coming in. I do need to make you aware that we are concerned about (child's) attendance. We do want to have the opportunity to discuss any barriers and look at what support we can put in place to support (child) attending Tavistock College

If (child's) attendance continues to be a concern, this will be referred to our Educational Welfare Officer and this will lead to court action.

Thank you for time - do not hesitate to get in contact with us if there is anything we can do to help (hand over DID NOT ANSWER letter / post letter).

Home visit

Thank you for inviting me in. (Use Attendance contract to structure discussion, gaining student and parent views on non-attendance, discuss what support has already been put in place and then propose next steps).

Possible next steps (not all applicable in all cases / check with VP/DSL/HOY prior to meeting)

- Resolution with student/staff member*
- Referral to SEN / Inclusion*
- Catch-up work*
- Inform staff of concerns*

- Arrangements for social time
- RTT
- Referral to external agency
- TAM meeting
- EHAT
- Financial support (e.g. uniform)
- Discussion with staff member at school (in event of issue being home-related).

I would like you to come in to school today (discuss options to get student into school). I am going to following up on your attendance each day for the next week and we can arrange a time to meet in order to discuss how things are going.

4. Attendance procedures

FIRST DAY ABSENCE PROCEDURES FLOW CHART



