

Attendance Policy

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Agency Staff	Other	a	a
✓			

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Consultation (Complete as appropriate in line with master policy document)

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Version History (please note below if a policy has been replaced)

Version	Reviewer	Revision Date	Nature of Change	Adopted/ Approved by	Approval Date
I	AV	New Policy	To reflect usage at Key Stage 5 across D6		

Key Contact Personnel:

Head of School	SLT Attendance Lead	Attendance Champion	Attendance Officer(s)	Mental Health Lead
Alex Venables	Alex Venables/Victoria Sale	Alex Venables/Victoria Sale	Dawn Houghton: DVHS Marcos Shaw DAES Becca Stringer DACA	NA

Head of Inclusion	Nominated Attendance Link Governor	Chair of Governors	Setting Local Authority	Local Authority Attendance link
Karen Foster	Vacant	Vacant	Blackburn with Darwen	Catherine Salt

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1. Aims

At Aldridge Education we believe that education should be stimulating, enriching and enjoyable at all phases. We believe that strong settings and Trusts achieve this through high-quality teaching, strong and relevant curricula that retain breadth within and between future career pathways, through clear boundaries and excellent relationships.

In order to achieve this, all of our learners must have high level of attendance. Aldridge Education aims to ensure that attendance of learners across all key stages, is at least in line with the national average. It is clear that for learners and learners to reach their full potential they should rarely miss a day at school. Attendance is also a safeguarding matter. Poor attendance may be an indicator that a learner or learner's welfare is at risk. Weak attendance practice can risk a learners' wellbeing. All settings within the Trust must ensure that effective attendance practice is understood by all staff and is closely linked with effective safeguarding practice.

The Trust has a robust, clear strategy in place for:

- Promoting good attendance and reducing absence, including persistent and severe absence
- Ensuring every learner has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure learners have the support in place to attend school
- Promoting and supporting punctuality to lessons

We also support parents to perform their legal duty to ensure their children of compulsory school age attend school regularly and promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- [Working together to improve school attendance - August 2024](#)
- Part 3 of The Independent School Standards
- [The Education Act 1996](#)
- [The Education Act 2002](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Learner Registration\) \(England\) Regulations 2006](#)
- [The Education \(Learner Registration\) \(England\) \(Amendment\) Regulations 2010](#)
- [The Education \(Learner Registration\) \(England\) \(Amendment\) Regulations 2011](#)
- [The Education \(Learner Registration\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Education \(Learner Registration\) \(England\) \(Amendment\) Regulations 2016](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024](#)
- [The School Attendance \(Learner Registration\) \(England\) Regulations 2024](#)
- Keeping Children Safe in Education
- [Mental health issues affecting a learners attendance: guidance for schools](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

The setting will always work with the local authority if legal proceedings have to be evoked on a parent/carer. This will be led by (either Colin Grand (Executive Principal) or Alex Venables (Head of School).] with support from [Catherine Salt]

3. Setting procedures

Once learners become subject to the Admissions Policy in accordance with The Independent School Standards and further Government Guidance, learners will become subject to this attendance policy following admission to D6.

3.1 Attendance registers

By law, all schools are required to keep an attendance register, and all learners must be placed on this register.

Your child will have two morning registration periods scheduled on their timetable. On days where this is the case, your child will need to be present for the morning register, which will be taken at 8.45 and will close at 9.15. If your child is not present within this time or arrives later in the morning then they will receive an unauthorised absence for the AM registration session.

If your child does not attend tutor time they will be placed in a mandatory catch up with the content that they have missed, which will be held every Monday at your child's home school for 30 minutes. In this session they will be required to catch up with any VESPA or statutory Religious Studies content that they have missed. These sessions will run from 3.15 – 3.45. If they do not attend this session then a written warning will be issued.

If your child doesn't have a scheduled morning registration period, but does have a scheduled period 1 they will need to be in their lesson by 9.15. The period 1 register will be kept open until 9.45. If your child arrives to their lesson after 9.45 they will receive an unauthorised absence.

Please note the above will only apply if your child has a scheduled tutor time or period 1 lesson.

The register for the PM registration session will be taken at 12.30 and be kept open until the end of the school day, this register will only apply if your child has a lesson during P4 and P5. It will mark whether every learner is:

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

Any amendment to the attendance register will include:

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

See Appendix A for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or unauthorised
- The nature of the activity if a learner or learner is attending an approved educational activity
- The nature of circumstances where a learner or learner is unable to attend due to exceptional circumstances

Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.

3.2 Unplanned absence, or learners and learners unexpectedly absent

If a learner is unexpectedly absent from school, all efforts will be made to assure their whereabouts and welfare as quickly as possible. Often this will be achieved via a call home but sometimes this may require a home visit that confirms the child's whereabouts. D6 will not accept anything short of a definitive confirmation of the child's whereabouts.

The DfE guidance, 'Keeping Children Safe in Education' states: "Where reasonably possible, schools and colleges should hold more than one emergency contact number for each learner or learner". This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Parents and carers must notify the setting on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health. All settings within the trust will ensure that parents are informed that notification happens in the following way:-

Parent/carer must contact the setting by (8.45] on the first day of absence.

Parent/carer must provide details for the reasons for their child's absence.

If the parent/carer's reason for their child's absence is due to them having a contagious illness, i.e., diarrhoea, repeated vomiting, then the parent/carer will not be expected to call the setting on day 2. They will be told to call on day 3 if their child is still going to be absent from school, and then every day thereafter. If a parent/carer discloses that their child has a GP or hospital letter which states the number of days that they should be absent for, evidence of this will need to be provided by day 3, at which point parent/carers will not need to make daily contact for the duration of the absence.

The above process will be communicated to all parent/carers when their child joins the setting, via the Parental Handbook. These details will also be made available on the setting's website.

(See Appendix E – Attendance reporting information for parents/carers).

Absence due to illness (physical or mental ill-health) will usually be authorised unless the setting has a genuine concern about the authenticity of the illness. The setting may ask parents/carers to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence and will not ask for medical evidence unnecessarily. If the setting is not satisfied about the authenticity of the illness, they will make the decision as to whether the absence will be recorded as unauthorised, and parents will be notified of this.

3.3 Medical or dental appointments

Missing registration for a medical or dental appointment should be counted as an authorised absence. Advance notice is required for authorising these absences, and the final decision as to whether to authorise will be the Principal's.

We encourage parents and carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the learner should be out of school for the minimum amount of time necessary. Parent/carers are to notify the setting in the following way:

- Contact the setting at least 24 hours in advance of the appointment
- Provide written evidence of the medical or dental appointment, preferably in advance but if not then upon their child returning to school

Where there are siblings who also attend the same setting, parent/carers will not be authorised to remove those siblings from the setting so that they can also attend the appointment. Children also must not be absent for parent/carer appointments.

We also encourage parents and carers to ensure that learners are in school before their appointment to be marked as attending before they leave for a medical or dental appointment. Learners are expected to catch-up with any work missed through absence, and teachers will help learners achieve this.

3.4 Lateness and punctuality

A learner who arrives late, but before the register has closed, will be marked as late, using the appropriate code.

A learner who arrives after the register has closed will be marked as absent, using the appropriate code.

Continued lateness to school can have an impact on a learner/learner's ability as they are having a disrupted start to the day. D6 will carry out a range of interventions to help support learners and their families with punctuality and attendance. This will include:

- Staff, especially tutors, who are curious and encourage learners to think about what is stopping learners from attending D6 and what can we do to help them to remove that barrier.
 - Attendance conversations that are based on relational and asset-based practice, ie, asking what's stopping you from attending, as opposed to why aren't you attending & what do you need to so that you are able to attend more.
 - A strong and consistent tutor programme which links attendance to goals, sets learners SMART targets based on them moving up attendance bands, has a focus on wellbeing and building positive relationships which give a sense of belonging. Tutor time will be led by the VESPA programme.
- Implement attendance contract/improvement plans for learners who are persistently absent .
- Rewards linked to attendance milestones.
 - A relational approach with learners, parents/carers, external services and employers to identify any barriers to attendance, such as finance, transport, SEMH needs, friendship issues, motivation. Once we know what the issues are we will work together to find solutions.

3.5 Following up absences

D6 will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session.

D6 will always offer support to the learner and/or their parents/carers to help improve attendance and can include support from external partners and agencies. Where it is identified that support is required, interventions and any necessary referrals will be made as quickly as possible.

Where support is not appropriate, not successful, or not engaged with, the setting will issue notice to improve warning letters or other interventions, as appropriate – such as attendance contracts

D6 will follow up absences in the following way:

Parent/carer(s) are called on the **first day of absence** – if no contact is made with the primary contact, then this should include anyone with parental responsibility and those named as Emergency Contacts – even if they do not live with the learner or learner. If no contact is made, then messages are left to inform all contacts that a home visit will be carried out on day 2 if the learner or learner has not returned to school. **Details of the call home and to any other contacts to be recorded on Bromcom on the same day. If there are concerns about the learner or learner, then information is also to be logged on CPOMS.**

On day 2 of absence parent/carer(s) are called including anyone with parental responsibility and those named as Emergency Contacts – even if they do not live with the learner or learner. If no contact is made, then a **home visit is carried out that day for those learners identified as being the most vulnerable or at risk**; where possible this should include speaking to neighbours. The priority for these visits should be for those learners or learners who have been identified by the setting as requiring immediate intervention.

If the learner does not live with both parents, but both are named as contacts, then where possible a home visit should also be conducted at the second parent's address if no contact is made at the primary address. If parent/carer(s) aren't spoken to then a card or letter is left at the addresses visited, informing them of the visit, asking them to contact the setting and informing them that if no contact is made then another home visit will take place the following day. Information should include the name of the person to contact at school. **Details of the home visit, call home, and to any other contacts to be recorded on Bromcom on the same day.**

On day 3 of absence parent/carer(s) are called including anyone with parental responsibility and those named as Emergency Contacts – even if they do not live with the learner or learner. If no contact made, then a **home visit is carried out that day**; where possible this should include speaking to neighbours.

If the learner does not live with both parents, but both are named as contacts, then where possible a home visit should also be conducted at the second parent's address if no contact is made at the primary address. If parent/carer(s) aren't spoken to then a card or letter is left at the addresses visited, informing them of the visit, asking them to contact the setting & informing them that if no contact is made then another home visit will take place the following day. Information should include the name of the person to contact at setting.

Designated Safeguarding Lead (DSL) must ensure a referral to children's social care to report the learner as a CME. Primary parent/carer(s) to be informed that a referral has now been made. **On day 3 of absence, a CPOMS incident needs to be created for the learner, detailing the actions from days 1 – 3, and any updates.**

On day 4 and 5 of absence the steps followed for day 2 to be repeated and all **details to be recorded on CPOMS as an 'Action' under the initial Incident created on day 3 of absence.**

By day 6, the steps followed for day 2 to be repeated. If no contact has been made with the parent/carer, nor the Emergency Contact(s), DSL must contact children's social care for an update on the referral made on day 3 and to inform them that the learner/learner has still not returned to school. **Details to be recorded on CPOMS as an 'Action' under the initial Incident created on day 3 of absence.**

On day 7 of absence the steps followed for day 2 to be repeated. Parent/carer(s) are called including anyone with parental responsibility and those named as Emergency Contacts – even if they do not live with the learner or learner. If no contact is made, then a **home visit must be carried out that day**; where possible this should include speaking to neighbours.

If the learner does not live with both parents, but both are named as contacts, then where possible a home visit should also be conducted at the second parent's address if no contact is made at the primary address. If parent/carer(s) aren't spoken to then a card or letter is left at the addresses visited, informing them of the visit, asking them to contact the setting & informing them that if no contact is made then another home visit will take place the following day and that if no contact is made then the setting will contact the local authority to report the learner as a Child Missing from Education (CME); information should include the name of the person to contact at setting. **Details to be recorded on CPOMS as an 'Action' under the initial Incident created on day 3 of absence.**

On day 8 of absence the steps followed for day 2 & 6 to be repeated. **Details to be recorded on CPOMS as an 'Action' under the initial Incident created on day 3 of absence.**

On day 9 of absence if there has still been no contact made by parent/carer(s) or Emergency Contacts, they are informed by phone and letter that the learner is being referred to the local authority as a CME. Where a learner does not live with both parents, but they are both named as contacts, the second parent is also to be contacted and informed of the actions to be taken. A home visit to be carried out to deliver the letter by hand. **Details of the call and letter to be recorded on CPOMS as an 'Action' under the initial Incident created on day 4 of absence.**

On day 10 of absence if there has still been no contact made to parent/carer(s), a referral is to be made to the local authority to report the learner as a CME.

3.6 Reporting to parents and carers

Settings will report learner attendance and punctuality to parents and carers at least once each academic year. This is typically included within the learners' annual report.

4. Authorised and Un-authorised absence

4.1 Granting approval for term time absence

The principal will not grant any leave of absence to learners during term time unless they consider there to be 'exceptional circumstances'. A leave of absence is granted at the principal's discretion, including the length of time the learner or learner is authorised to be absent for.

Exceptional circumstances include the following:

- acute family trauma
- terminal illness or death of a family member
- if a family member serves in the Armed Forces – Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays
- following advice from a health professional
- out of school programme such as music, arts, sport operating at an appropriate standard

The Principal considers each application for term time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence will be granted entirely at the Principal's discretion. Any request should be submitted as soon as it is anticipated and, where possible, at least [3 weeks] before the absence. The Principal may require evidence to support any request for leave of absence.

Valid reasons for authorised absence may include:

- Illness and medical/dental appointments – as explained in sections 3.2 and 3.3
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the learner's parent/carer belongs. If necessary, the school will seek advice from the parent/carer's religious body to confirm whether the day is set apart.
- Traveller learners travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people), and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the learner is attending educational provision.
- Driving tests – though we will not authorise absence for driving lessons.

All requests for term-time absence will need to be made in writing by the parent/carer using the 'Application for learner/learner leave of absence form' (**Appendix C**), accessible via [please check the relevant setting for where to locate this form]. This form will then need to be completed and signed off by the Principal.

The table below shows the impact absence has on learning:

Attendance Percentage	Learning days lost per academic year
98%	4
95%	10
90%	19
85%	29
80%	38
75%	48

5.1 Rewards

The setting will ensure that there are appropriate rewards in place to ensure that good and excellent attendance is acknowledged. All settings within the Trust will have reward systems in place to help support learners, learners, and their families with good, excellent, and improved attendance. This may include:

- Reward assemblies
 - Setting trips
 - Raffle prizes
 - Class or tutor group prizes (weekly best attendance)
 - Points System
 - Certificates on a termly basis
 - Recognition of individual and group attendance in home/school communications
- Greggs/Amazon Vouchers
Chocolate bars

5. Attendance Monitoring

The setting will monitor learner absence on a daily basis, scrutinising patterns on a weekly basis using best practice approaches to promote attendance. However, where attendance is not yet in line with the national average then SLT and staff will scrutinise attendance each day.

All settings within the Trust will use (**Appendix F - Attendance Monitoring & Recording Protocol**) to monitor and record attendance

Analysis of attendance data will include data for each group (e.g., gender, SEND, Disadvantaged, Others, EAL, ethnic groups), year group, subgroups within each year group (where this is statistically useful). The setting will also look at historic and emerging patterns of attendance and absence and then develop strategies to address these patterns. Regular attendance reports will be provided to class teachers/form tutors, and other school leaders, to facilitate discussions with learners and families around any attendance concerns. Data will also be used to monitor and evaluate the impact of any individual or whole-school interventions put in place in order to modify them and inform future strategies.

Particular weeks of the academic year will be analysed as well to identify sources of poor attendance (e.g., days close to periods of holidays or days of religious celebrations). The Senior Leadership Team (SLT) will

implement systems to reduce the impact of regular low points of attendance during the academic year. These could include rewards, alterations to term dates and targeted use of staff training days and will be in line with the school's protocols in place in which to follow up on absences.

Learner absence data is regularly shared with the CEO and Head of Inclusion.

Settings whose attendance is below the previous year's national average for the phase will have their attendance monitored weekly by the Head of Inclusion.

Persistent absence is where a learner misses 10% or more of school, and severe absence is where a learner misses 50% or more of school.

D6 will:

- Always seek to take a relational approach to our attendance interventions through being:
- Relational First: Positive, personalised contact with home precedes problems.
- Pre-emptive: Intervene before absence; nudge early, often, and kindly.
- Recognise both excellence (100%) and growth (improvement).
- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of learners/learners who the setting (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Explore emotional based school avoidance (EBSA) strategies to support learners/learners with reengaging with the setting
- [Use A Star Attendance to support a staged approach to intervening with attendance.]
- [Conduct Home visits where appropriate.]

Attendance Category	Stage	Lead Responsibility	Key Actions	Outcome / Next Steps
100% attendance	0	Tutors / Pastoral	Congratulatory postcard sent at the end of each term (?)	Recognition and reward
95–100% attendance	0	Tutors / Mentors	- 1:1 in mentor meeting that week - Rewards continue - Tutors explore reasons for 'N' marks - Concerns flagged to Sixth Form team	Maintain strong attendance
90–95% attendance	1	Head of Year / KS Manager	- A* attendance letter - Meeting with KS5 Manager / Head of Year - Positive messaging re: attendance and success - Support offered - Parental phone call	- Attendance reviewed every 2 weeks - Praise/reward if improved - Remains at Stage 1 if below 95%
85–90% attendance	2	Academic Mentor / Head of Year / KS5 Manager	- A* attendance letter - Academic mentor meeting - Paper attendance contract (4 weeks) - Parent meeting (KS5 Manager or Head of Sixth Form) - Regular parent updates	- Targets reviewed after 4 weeks - Removed from contract if improved - Move to Stage 3 if not improved
<85% OR no improvement	3	Head of School/ Assistant Principal	- A* attendance letter - Formal attendance contract (3 weeks) - Meeting with parent + learner + senior staff - Intensive monitoring - Consider alternative provision - Meeting with Aldridge destination lead	- Removed if improved - If decline continues → escalate to Stage 4
<80% OR persistent poor attendance	4	Head of School / Assistant Principal	- Review of failure to meet contract conditions - Intensive monitoring - Daily pastoral check-ins - Discussion of alternative provision	- If agreement to remain: continued monitoring - If conditions still unmet → withdrawal of sixth form place

			- Sixth form place review meeting	
Sixth form place review meeting	5	Head of School/Assistant Principal	Failure of conditions of formal attendance will result in withdrawal of sixth form place. Agreed by Head of School and Assistant Principal	

The Trust has the ability to monitor setting attendance nationally through its data management systems and the CEO and Head of Inclusion will regularly discuss setting attendance data through the Trust's line management structure.

Whilst we strive for all our learners to achieve at least 97% attendance, our relational approach to attendance seeks to eradicate any learner attendance below 90%. D6 understands that learners at Post 16 can struggle to adjust to the rigours of post 16 study and the additional independent study time that they have on their timetables; particularly if they've struggled with attendance at KS4. Prior to starting Y12 and Y13 the D6 team will identify learners who have previously found attending school or college difficult. Each learner will be allocated an advocating adult, who will work with them during tutor time or agreed points of the day and will:

- Form a relationship with the learner and parent/carer
- Identify the barriers to attendance faced by the learner
- Provide strategies to remove these barriers
- Meet weekly with the learner to review attendance and academic progress
- Provide guidance on work-based learning and employment next steps
- Support in forming a growth mindset
- Review progress with the learner and home on a half termly basis. If attendance does not improve at a reasonable rate this will be brought forward to a tri weekly basis.

6. Children who are absent from education

Learners who are absent from education for prolonged periods and/or on repeat occasions could indicate that they are at risk of some form of harm or abuse and is a warning sign to potential safeguarding issues, such as neglect, child sexual and child criminal exploitation - particularly county lines. All settings in the Trust will ensure that they respond promptly to persistently absent learners and put strategies and interventions in place early to help prevent them becoming a child missing education in the future. They will also work with the local authority children's social care, attendance, virtual school and SEN teams to support, particularly where being absent from education may increase known safeguarding risks within the family or in the community.

Reducing persistent and severe absence is central to D6's strategy for improving attendance. Regular meetings will be held with the parents/carers of learners and learners who the setting considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent. This is to:-

- Discuss attendance and engagement at school
- Listen, and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these learners/learners.

7. Children at risk of missing education

All settings in the Trust will inform their local authority (LA) of any learner or learner who fails to attend school regularly or has been absent without the setting's permission for a continuous period of 10 days or more. As this could be a safeguarding issue, the senior leadership team (SLT) should ensure that regular follow up contact is made with the LA if the whereabouts of the learner is not known or communicated to the setting.

If a vulnerable learner cannot be contacted on the first day of absence, a home visit should be completed on day two and three of absence; this should happen on day four and five for a non-vulnerable learner. This should continue until the information has been secured. If a learner has an allocated social worker they should be informed immediately of any concerns that the learner is missing education. SLT should follow the guidance issued by the Department for Education:

<https://www.gov.uk/government/publications/children-missing-education>

Learners most at risk of going missing from education are those who:-

- Are at risk of harm or neglect
- Come from Gypsy, Roma or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

All settings will make 'reasonable enquiries' for learners who haven't returned to the setting after 10 days of absence or have been absent without authorisation for 20 consecutive days. Making 'reasonable enquiries' is a joint responsibility with the local authority.

Setting's will:

- Contact parents/carers, relatives and neighbours using known contact details.
- Conduct a home visit in line with the timescales of the Trust attendance policy
- Make enquiries with any agencies, organisations or settings known to be involved with the family.
- Check with the local authority and school where the learner moved from originally, or any past local authorities or schools that have educated the learner.

- Check with the local authority where the learner lives, if it's different from the one where the setting is located.
- Check with the Ministry of Defence [Children's Education Advisory Service](#) for children of service personnel.

Local authorities should:

- Contact parents/carers, relatives and neighbours using known contact details
- Checking local databases within the LA, or the DfE's Key to Success or school2school systems
- Make enquiries to other local databases, and agencies known to be involved with the family

8. Removing learners from the school roll

The Trust believes that a great education empowers our children and young people because it offers them genuine choice for their future decisions. We believe that it allows our learners to understand the value of education and learning throughout their lives. We have zero tolerance of the practice of removing a child from a school's roll in order to appear to improve the school's performance data.

The Senior Leadership Team (SLT) must ensure that detailed records are kept for learners who stop attending the setting and are removed from the roll/admissions register.

Details must include:

- learner / learner's name
- learner / learner's date of birth
- date of entry to the school
- year group at entry to the school
- URN / UPN / ULN number
- the learner / learner's reason for leaving
- details of new school/educational establishment
- confirmation arrival date from new school / educational establishment
- date removed from roll
- date learner / learner files sent to new school / educational establishment
- date CME referral sent (if applicable)
- confirmation of whether the learner is still on roll

The Head of School for D6 **will seek** to meet with the learner / learner and their family, if removing them from roll is likely to take place. **If this is not possible then this meeting should take place with the Assistant Principal for D6.** This is in order to ensure that an effective level of support has been offered to the learner and family as well as ensuring that the destination of the learner / learner is known.

The Principal will ensure that learners are only removed from the school's roll/admissions register if one or more of the criteria (defined by The Education (Learner Registration) (England) Regulations 2006; paragraph 8) are met and as described in the Department for Education's guidance:

<https://www.gov.uk/government/publications/school-attendance>

9. Roles and responsibilities

11.1 CEO

The Chief Executive Officer will present an annual report on attendance to the Trustees, and ensure any feedback is implemented. The CEO will also raise specific attendance concerns with the Trustees, as and when they arise.

11.2 Head of Inclusion

The Head of Inclusion is responsible for, and leads the Trust work on attendance, working to ensure that all schools are fully compliant in line with the policy and statutory guidance. They are responsible for policy development, review and implementation, monitoring of practice, and overseeing the implementation of interventions and strategies to improve attendance.

11.3 Local Governing Committee (LGC)

The LGC is responsible for:

- Promoting the importance of school attendance across the setting's policies and ethos
- Challenging setting leaders to ensure they fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole setting
- Challenging leaders to ensure staff receive adequate training on attendance
- Holding the Principal to account for the implementation of this policy

11.4 Principal

The Principal is responsible for setting a school-wide culture of high standards with attendance and ensuring that every staff member understands their role in driving and improving attendance within the setting.

The Principal is responsible for ensuring this policy is implemented consistently across the setting. This will be done through the monitoring of absence data and reporting it as required and will include the analysis of this data to help determine the need for additional support for learners whose poor attendance is impacting their learning.

The Principal will develop staff capacity in order for them to adopt effective attendance practice, including monitoring the attendance of individual learners and issuing fixed-penalty notices, where necessary. The Principal will decide which member of SLT will fulfil the role of Attendance lead in the school

The Principal will ensure that attendance is prioritised, and adequate resources provided for those staff tasked with carrying out the operational function of the responsibility area

11.5 Setting's SLT Attendance Lead

The SLT attendance lead:

- Monitors attendance data at the setting and individual learner level daily
- Reports at least weekly (daily when attendance is below the national average) about attendance to the Principal and Trust Inclusion Lead (where necessary)
- Adheres to the setting's procedure for following up with families where attendance drops or is not yet high enough, working with relevant school staff and external agencies
- Recognises and understands their responsibility for attendance, and that they are accountable for ensuring that agreed interventions are followed
- Is responsible for ensuring that all staff supporting on attendance have adequate support to carry out the role
- Understands that the attendance outcome for their setting lies with them

11.6 Setting's senior Attendance Champion

The senior attendance champion is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for [improving and maintaining good attendance](#)
- Evaluating and monitoring expectations and processes
- Having a strong grasp of [absence data](#) and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining [effective systems for tackling absence](#), and making sure they are followed by all staff
- Liaising with learners, parents/carers and external agencies, where needed
- Building [close and productive relationships with parents/carers](#) to discuss and tackle attendance issues
- Creating intervention or [reintegration plans](#) in partnership with learners and their parents/carers
- Working closely with the setting's Attendance Officer

11.7 Attendance Officer / Manager / Designated Person

The Attendance Officer / Manager / Designated person (as identified by the setting in the absence of an 'attendance officer' post) is responsible for the management and dissemination of attendance data across the school, and to key members of staff who play a role in monitoring learner's attendance. They are the link person between the setting and the local authority. They are responsible for ensuring the accurate completion of the daily attendance registers and following up on the non-completion of lesson registers.

They will also engage with learners, and their parent/carers to ensure that attendance is tracked and monitored, and where appropriate rewards and sanctions are issued. At D6 this role is covered by a member of staff across all three sites.

11.8 Office / Reception staff

Administrative staff are expected to take calls from parents and carers about absence and record it on the school system. They will also challenge information received via phone calls or emails if there is any doubt in its accuracy.

Any concerns identified will be reported immediately to the Attendance Manager or SLT Lead for Attendance. If a safeguarding concern is identified then an Incident is to be recorded on CPOMS

11.9 Teaching / Support staff

All staff are responsible for promoting good attendance. Class Teachers/Form Tutors/Teaching Assistants and Support staff are responsible for recording attendance accurately on a daily basis, using the correct codes, and submitting this information in the timeframe expected by the school. They will also follow up with learners where there are concerns about their attendance. SLT should ensure that suitable training is in place for all staff who have to take the register – this includes agency and temporary staff.

11.10 Parents / Carers

Parents/carers are responsible for ensuring that children of statutory school age receive their entitlement to full-time education. Settings will work with parents to support this responsibility. Details of parent/carers responsibilities can be found within the following government guidance:

<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

The setting will always work with families to support them in improving their child/ren's attendance, especially if a need has been identified or disclosed.

10. Monitoring of this policy

This policy will be reviewed annually by the Head of Inclusion.

11. Links with other policies and procedures

This policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Admissions Policies
- Equality objectives
- Behaviour policy

12. Appendix A – Attendance Codes

The following codes are taken from the DfE's guidance on school attendance .Code	Definition	Scenario
/	Present (am)	Learner is present at morning registration
\	Present (pm)	Learner is present at afternoon registration
L	Late arrival	Learner arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Learner is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Learner is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Learner is participating in a supervised sporting activity approved by the school
W	Attending work experience	Learner is on an approved work experience placement
B	Attending any other approved educational activity	Learner is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Learner is attending a session at another setting where they are also registered
Absent – leave of absence		
CI	Participating in a regulated performance or undertaking regulated employment abroad	Learner is undertaking employment (paid or unpaid) during school hours, approved by the school

M	Medical/dental appointment	Learner is at a medical or dental appointment
JI	Interview	Learner has an interview with a prospective employer/educational establishment
S	Study leave	Learner has been granted leave of absence to study for a public examination
X	Not required to be in school	Learner of non-compulsory school age is not required to attend
C2	Part-time timetable	Learner is not in school due to having a part-time timetable
C	Exceptional circumstances	Learner has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Learner is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Learner is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Learner is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Learner has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Learner is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
YI	Transport not available	Learner is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Learner is unable to attend because of widespread disruption to travel caused by a local, national or international emergency

Y3	Part of school premises closed	Learner is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every learner absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Learner is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Learner's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Learner is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Learner has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective learner not on admission register	Learner has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

