

## Attendance and Punctuality Policy

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## Aim of this policy

To support excellent levels of attendance for all students to enable fulfilment of their potential at The Stanway School ("the School").

This policy has been prepared with regard to the School's statutory duties relating to attendance, including those set out in the Department for Education's statutory guidance entitled [Working together to improve school attendance \(2024\)](#), which is referred to in this policy as the "DfE Attendance Guidance".

## Key principles

- High levels of attendance and punctuality levels are promoted and rewarded.
- It is the responsibility of everybody in the School to improve attendance and punctuality.
- Where attendance or punctuality fall short of expected standards, steps will be taken to address this and sanctions may be applied in accordance with the behaviour policy.
- Some students find it harder than others to attend school. The School will work with students, parents and other local partners to remove any barriers to attendance.
- Subject to the terms of this policy, any day-to-day attendance issues that parents or students have should be discussed with their child's Form Tutor or Head/Assistant Head of Year. Where more detailed support around attendance is required, parents and students should contact our Attendance Officer Naomi Grout.

## 1. Roles and responsibilities

### 1.1 The School

The School will:

- develop and maintain a whole-school culture that promotes the benefit of high attendance including: Highlighting the importance of attendance in Assemblies; Visuals/notice boards around the school; regular communication with parents/carers; School breakfast club; School Council and Pupil Voice Initiatives borne out of student leadership; close monitoring by Form Tutor, Year team and the wider pastoral support team, Attendance year group and Tutor group competitions; a host of extra-curricular activities to encourage belonging and nurture protective factors; Attendance certificates and our whole school Stanway Standard Awards
- work with students and their families, building strong relationships, to support high levels of attendance and punctuality and understand any barriers to attendance
- investigate unexplained or unjustified absence, providing support or applying sanctions where appropriate



- take into account individual needs when implementing this policy, including having regard to the School's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child
- share information, including returns information required to be shared in accordance with regulations<sup>1</sup> and the DfE Attendance Guidance, and work collaboratively with the local authority, other schools in the area and other partners including, where required, making appropriate referrals in accordance with local procedures, legislation and guidance
- regularly monitor, review and analyse attendance and absence data to identify pupils or cohorts that require attendance support and to set targets for the future
- ensure that all students can access full-time education, putting strategies in place where this is evidence to suggest that this is not the case
- ensure that the Trust Board and School's leadership team work together to monitor attendance levels and the effectiveness of this policy
- ensure that all legislation and guidance are complied with and reflected in our policies and procedures, including the DfE Attendance Guidance;
- have in place appropriate safeguarding responses for children who are at risk of missing education, having regard to the statutory guidance [Keeping Children Safe in Education](#) (please refer to our [Child Protection policy](#))
- provide information requested by the Secretary of State, including termly absence data collected by the Department for Education
- regularly inform parents about their child's attendance and absence levels
- support students who are returning to education following long term absence
- ensure that effective systems to record and report attendance data are in place, including accurate completion of admission and attendance registers using an electronic management information system
- assign overall responsibility for championing and improving attendance at the School to a designated senior leader, known as the Senior Attendance Champion,
- observe and fulfil the responsibilities set out in guidance issued by the Department for Education ([Summary table of responsibilities for school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)) to the extent not covered above or elsewhere in this policy.

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<sup>1</sup> School Attendance (Pupil Registration) (England) Regulations 2024



## 1.2 Parents and carers

We expect parents and carers to:

- ensure that their child arrives at the School on time, in the correct uniform and with the necessary equipment
- promote the importance of regular attendance at home
- follow the correct procedure for reporting the absence of their child from the School (see section 6.3 below)
- avoid unnecessary absences
- keep the School informed of any circumstances which may affect their child's attendance
- not take their child out of education for holidays during term time (see section 6.5 below)
- inform the School in advance of any proposed change of address for their child(ren), along with the name of the parent with whom the child shall live
- observe and fulfil their responsibilities set out in the guidance issued by the Department for Education: [Summary table of responsibilities for school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/summary-table-of-responsibilities-for-school-attendance-applies-from-19-august-2024.pdf) .

## 1.3 Students

We expect students to:

- attend the School regularly and on time
- be punctual to all lessons
- follow the correct procedure if they arrive at the School late (see sections 4 and 5 below).

## 1.4 Senior Attendance Champion

The Senior Attendance Champion at the School is Mr Baidoo - Assistant Headteacher

The School Attendance Champion has overall responsibility for championing and improving attendance at the School and will:

- set a clear vision for improving and maintaining good attendance
- make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding



- establish and maintain effective systems for tackling absence and ensure that these are followed by all staff
- evaluate and monitor attendance expectations and attendance escalation processes.
- have a strong grasp of absence data to focus the collective efforts of the School
- ensure that key attendance messages are communicated to parents and students
- provide data and reports to support the work of the board of trustees (see below).

## 1.5 The Board of Trustees

The Board of Trustees will:

- take an active role in attendance improvement, recognise the importance of school attendance and promote it across the Trust and School's ethos and policies
- ensure the School's leaders fulfil expectations and statutory duties
- regularly review attendance data, discuss and challenge trends and help School leaders focus improvement efforts on the individual pupils or cohorts who need it most
- ensure School staff receive adequate training on attendance, including dedicated training for staff with specific attendance responsibilities and any additional training that would help support pupils or cohorts overcome common barriers to attendance
- share effective practice on attendance management and improvement across its academies
- hold termly or half termly attendance review meetings with the School
- require the /Education Team to report to the Trustees on the School's attendance at regular intervals
- have a dedicated attendance lead who will drive improvement across the Trust and act as a central point for academies with attendance queries.

## 2. Registration

- 2.1 The School maintains an attendance register and uses this to record each student's attendance at the start of the school day and again in the afternoon.



Registration session	Present mark issued	Late mark issued	Register closes
Morning	8.40 - 8.45 am	8.45 - 9.10 am	9.10 am
Afternoon	12.30 - 12.35pm	12.35 - 1.00 pm	1.00 pm

- 2.2 Students who arrive after the start of a registration session but before the end of the registration session will be marked as late. Where students arrive after the end of a registration session, the process set out at section 5 applies.
- 2.3 The register is marked using the national statutory attendance and absence codes which can be found in the DfE Attendance Guidance.
- 2.4 Where a student attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter in accordance with the behaviour policy and engage parents where necessary.

### 3. Late arrival

#### 3.1 How we manage lateness:

- The morning registers are marked **8.40 am**
- Pupils arriving after **8.40 am** are required to come into school via the school office, sign in via the Inventry system and provide a reason for lateness
- The morning register will close at **9:10am**. Pupils will receive a mark of unauthorised absence (U code) if they arrive after **9.10 am**.
- The afternoon register will be marked by **12:35pm**. Pupils will receive a late mark if they are not in their classroom by this time.
- The afternoon register will close at **1:00pm**. Pupils arriving after **12.35pm** will be issued with a late mark or if they are not present, with an absence mark.

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

3.3 Persistent lateness will be treated as a disciplinary matter and will be dealt with in line with behaviour policy.



#### 4. Reasons for absence and how to report or request authorisation

4.1 **Authorised absence** - Absence will only be authorised where the School has given approval in advance for a student to not be in attendance or has accepted an explanation offered afterwards as justification for the absence. Only the School can authorise absence.

4.2 **Unauthorised absence** – absence will be marked as unauthorised where the School is not satisfied with the reasons given for the absence.

#### 5. Reporting absence from the School

##### 5.1 Absence procedures

We set high expectations for the attendance and punctuality of all pupils. In cases where attendance to school is absolutely unavoidable, Parents and Carers will be required to contact the school office via telephone or email before **8:30am** on each day of their child's absence. They will be expected to provide an explanation for the absence with suitable detail. If we have had prior concerns about a child's attendance, we will also send a follow up email, message or telephone call home and speak to the child about their attendance on their return to school. This may be in the form of a "Tutor Chat", a Head of Year conversation, a conversation with Aquinas or with another member of staff.

Where a pupil is absent and their parent has not contacted the school by **the close of the morning register** to report the absence, administrative staff will aim to contact the parent by **email or telephone call** by 10am on each day that they do not attend school.

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

- Ascertain the reason and root cause for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness. In most cases, absence for illness will be coded in line with the latest NHS guidance to parents and carers in ["Is my child too ill for school?"](#)

If a pupil's attendance drops below **95%**, Stage Two (Additional Support) strategies from our [Attendance Support Plan](#) are likely to be put in place.



In the case of Persistent Absence (absence will be classed as persistent where it falls below **90%** across the academic year), Additional, Intensive or Specialist targeted support is likely to be put in place in order to remove any barriers to attendance and re-engage these pupils.

Particular focus will be given where a pupil is Severely Absent (those missing 50% or more of school). In these cases, we will employ a number of strategies to work in partnership with families so that all of our students are able to access their education on a full time basis. In doing so we recognise that children missing education can act as a vital warning sign to a range of safeguarding issues.

Where a pupil has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive school days, the school will remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the pupil after making reasonable enquiries.

## 5.2 Appointments

5.2.1 Medical, dental and other essential appointments for a student should take place outside of school hours where this is reasonably possible.

5.2.2 Where an appointment must take place during school time, the student should attend the School for as much of the day as possible and as much prior notice as possible should be given to the Attendance officer.

## 5.3 Leave of absence (including holidays during term time)

The School will grant permission for a student to be absent from school in the circumstances described in paragraph 37 of the DfE Attendance Guidance which can be summarised as follows:

- taking part in a regulated performance or employment abroad
- attendance at an interview for entry into another educational setting or future employment
- study leave for public examinations
- temporary, time-limited part-time timetable
- other exceptional circumstances.

Parents and carers should make every effort to avoid taking students out of education for holidays or other extended leave during term time.

To request a leave of absence, parents/carers must make the request in advance and in writing addressed to the Head Teacher and, wherever possible, at least two school weeks ahead of the planned leave.





Where a leave of absence is requested as above, the Head Teacher will consider the specific facts and circumstances relating to the request. The decision:

- will be confirmed in writing
- is solely at the Head Teacher's discretion and
- is final.

Where permission is granted, the Head Teacher will confirm the number of days and dates of absence which are authorised.

If permission is not granted and the parents/carers proceed to take their child out of the School, the absence will be marked as unauthorised and parents may be issued with a penalty notice or be subject to prosecution by the local authority (see section 7 below).

#### 5.4 Religious observance

We recognise that students of certain faiths may need to participate in days of religious observance. Where a day of religious observance:

- falls during school time and
- has been exclusively set apart for religious observance by the religious body to which the student belongs,

the absence from the School will be authorised.

We ask that parents/carers notify the School by writing to the Attendance officer in advance where absence is required due to religious observance.

#### 5.5 Coronavirus (Covid-19)

There may be circumstances in which students cannot attend school due to Covid-19. The School will adhere to any current guidance issued by the Department for Education relating to the recording of attendance in relation to Covid-19.

If a student tests positive for coronavirus, their absence will be recorded as illness.

#### 5.6 Addressing poor attendance and punctuality

The School will use data to target attendance improvement efforts to the students or groups of students who need it most. In doing so, the School, led by the School Attendance Champion, will:



- monitor and analyse weekly attendance patterns, proactively using data to identify pupils at risk of poor attendance
- provide regular attendance reports to class teachers and relevant leaders
- identify students who need support from wider partners as soon as possible and deliver this support in a targeted manner
- conduct thorough analysis of half-termly, termly and fully year data to identify patterns and trends
- benchmark School attendance data at each level against local, regional and national level
- monitor the impact of school strategies and actions to improve attendance on particular pupils and particular groups
- work with the local authority, Sigma Trust and other local partners to identify groups
- hold regular meetings with the parents or carers of students who the School and/or local authority consider to be vulnerable

5.7 Our procedures for managing unexplained absences can be found at Appendix A

5.8 Where absence or punctuality is a cause for concern, for example because there is:

- a pattern of unauthorised absence
- a question over the reasons provided for a particular absence or late arrival
- persistent truancy or lateness

We will make contact with the parents/carers with a view to working together to support improved attendance and/or punctuality.

5.9 In cases where the School has been unable to establish a clear reason for absence and/or has welfare concerns about the student a home welfare check may be carried out.

5.10 Failure to attend or arrive at lessons on time may also be dealt with as a disciplinary matter in accordance with the behaviour policy.

5.11 Absence will be classed as persistent where it falls below 90% across the academic year. Absence at this level is very likely to hinder educational prospects and we expect full parental cooperation and support to urgently address these cases. Intervention steps may include implementation of an attendance action plan, referral to other agencies and/or seeking to put in place an attendance contract.

5.12 Where out of school barriers to attendance are identified, the School will signpost and support access to any additional services. See our [Attendance Support Plan](#)



5.13 Where parents/carers have failed to ensure that their child of compulsory school age is regularly attending the School and wider support in accordance with this policy is not appropriate or effective, we may consider issuing a penalty notice. A penalty notice is a financial penalty (£80 if paid within 21 days, £160 if paid within 28 days) imposed on parents which is intended to change behaviour without the need for criminal prosecution.

5.14 When considering whether to issue a penalty notice, we will have regard to:

- the National Framework for penalty notices as set out in paragraphs 175 – 201 of the DfE Attendance Guidance; and
- the local authority’s Code of Conduct for issuing penalty notices.

5.15 In the event that a penalty notice is issued but is not paid within 28 days, the local authority will decide whether to proceed to prosecution. The local authority also has separate powers to prosecute parents if their child of compulsory school age fails to attend school regularly.

6. This policy will be reviewed at least biennially or sooner as the trustees consider necessary in response to the ongoing review of attendance data. Schools are responsible for updating local information as it changes to reflect up to date practices.

#### Policy history

Date	Owner	Approved by	Comments
September 2024	SHo	Board of Trustees	Initial implementation



## Appendix A – First Day Calling Procedure

When no reason for absence has been provided by the parent/ carer, schools will as a minimum follow the steps below:

<p><b>Pupils deemed at risk, also known as the School's Vulnerable List</b></p>	<p>The schools deems the following pupils as high risk:</p> <ul style="list-style-type: none"> <li>• Children subject to a child protection plan</li> <li>• Children on a Child In Need Plan</li> <li>• Looked After children</li> </ul> <p><b>If these children are absent and there has been no contact - school will notify the key worker/ social worker or youth offending worker within the hour.</b></p> <p><b>Schools will notify the Family Operations Hub and / or the Police Child Abuse Investigation Unit immediately if:</b></p> <ul style="list-style-type: none"> <li>• It is suspected or known that a pupil is at potential risk of harm</li> <li>• There is information that a pupil is, or may be, a victim of criminal activity</li> <li>• At risk of Child Sexual Exploitation (CSE)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Additional pupils who might be added to our vulnerable list could be those with persistent truancy/those where contextual safeguarding is a concern/any other safeguarding worries for the child.</b></li> </ul>
<p>Day 1 of absence</p>	<ul style="list-style-type: none"> <li>• Send absent email to parent/carers</li> <li>• Telephone parents/carers if a response is not received following the email, leave a message if possible.</li> <li>• Record actions on Arbor</li> </ul>
<p>Day 2 of absence</p>	<ul style="list-style-type: none"> <li>• Send absent email to parent/carers</li> <li>• Telephone all contacts on Arbor, if no answer leave message to return call</li> <li>• If an international dialling tone is heard, leave a message advising of this and ask for a call back. <ul style="list-style-type: none"> <li>▪ This may indicate they are on holiday and have not notified the school</li> <li>▪ If you believe this to be the case, send a 'believe absence is a holiday' letter available on Essex Schools Infolink (ESI).</li> <li>▪ Letters should be sent separately to both parents first class</li> </ul> </li> <li>• Record all actions on Arbor</li> </ul>



<p>Day 3 and 4 of absence</p>	<ul style="list-style-type: none"> <li>● Send absent email to parent/carers</li> <li>● Telephone all contacts on Arbor, if no answer leave message asking them to return the call</li> <li>● Record all actions on Arbor</li> </ul>
<p>Day 5 of absence</p>	<ul style="list-style-type: none"> <li>● Send absent email to parent/carers</li> <li>● Telephone all contacts on Arbor, if no answer leave message to return call</li> <li>● Conduct a home visit - if there is no answer, leave a calling card and make reasonable enquiries with neighbours if appropriate</li> <li>● Record all actions on Arbor</li> </ul>
<p>Day 6, 7 &amp; 8 of absence</p>	<ul style="list-style-type: none"> <li>● Send absent email to parent/carers</li> <li>● Telephone all contacts on Arbor, if no answer leave message to return call</li> <li>● Either send a further letter or make a further home-visit. If there is no answer leave calling card and move to next step</li> <li>● If you believe this family are <b>not</b> on holiday and are concerned about the child's welfare request a welfare visit from the police</li> <li>● Record all actions on Arbor</li> </ul>
<p>Day 9/10 of absence</p>	<ul style="list-style-type: none"> <li>● Send absent email to parent/carers</li> <li>● Telephone all contacts on Arbor, if no answer leave message to return call</li> <li>● If you have not done so already, and you believe the family are <b>not</b> on holiday and are concerned about the child's welfare, request a welfare visit from the police</li> <li>● <b>Within 10 days</b> - Submit the Missing Pupil Checklist on Essex School InfoLink, which notifies the Local Authority Children Missing Education Team</li> </ul>
<p><b>Missing Pupil Checklist</b></p>	<p><b>Must be completed by the 10<sup>th</sup> day of absence, when one of the following criteria applies:</b></p> <ul style="list-style-type: none"> <li>● A pupil has gone missing and no contact can be made with parent/carer to establish reason for absence</li> <li>● A pupil ceased to attend the school and forwarding address of the family is not known</li> <li>● A pupil has not returned from holiday within 10 school days of the expected date of return</li> <li>● A pupil fails to take up their place at the start of the academic year and the whereabouts of the young person is unknown</li> </ul> <p><b><u>School must continue investigations, while the Local Authority undertake their investigations.</u></b></p>



<p>Day 11 - 19 of absence</p>	<ul style="list-style-type: none"> <li>● Send absent email to parent/carers</li> <li>● Telephone all contacts on Arbor, if no answer leave message to return the call</li> <li>● Make another home visit during this period and leave a calling card</li> <li>● Inform parents / carers in writing that their child is at risk of being removed from roll</li> <li>● Record all actions on Arbor</li> </ul>
<p>Day 20 of absence</p>	<ul style="list-style-type: none"> <li>● Send absent email to parent/carers</li> <li>● Telephone all contacts on Arbor, if no answer leave message to the return call</li> <li>● <b><u>You cannot remove a child from roll until you have received notification from the Local Authority</u></b></li> <li>● Record all actions on Arbor.</li> </ul>
<p>Coding:</p>	<ul style="list-style-type: none"> <li>● These absences must be coded as O for unauthorised absence due to no reason provided from parents/carers</li> </ul>



## Appendix B - Attendance Support Plan 2024-25

### Stage One: Universal Support Typical options for all students

Staff involved:	Strategies
<b>SLT, HOY, AHOY, HODs, Form Tutor, Heads of House, SEND team, Class Teachers, Attendance Officer and Support staff</b>	<ul style="list-style-type: none"> <li>• Positive meet and greet during gate duty/ playground duty</li> <li>• Highlight in Assemblies (HT/DHT/SLT/HOY/DSL)</li> <li>• Visuals/notice boards around the school;</li> <li>• Parental engagement activities &amp; Half termly attendance letters/targeted attendance parental letters/social media attendance messages/short video clips on website regarding attendance/parental leaflets/parental meetings/parents evenings)</li> <li>• Teaching of social and emotional skills (Resilience programme/Regulate Me programme/Empower Me programme)</li> <li>• Timely Behaviour interventions</li> <li>• Breakfast Clubs; meal provision</li> <li>• School Council and Pupil Voice Initiatives which come from pupil voice/pupil leadership;</li> <li>• HOY to Monitor Year group attendance and highlight positive trends with Tutor team and individuals</li> <li>• Half termly attendance 100% E-certificate</li> <li>• Half termly 100% attendance live draw</li> <li>• Improved attendance certificate awards from the second half term (with live draw)</li> <li>• Half termly 100% attendance achievement points (30) and improvement points (10)</li> <li>• Attendance year group competitions</li> <li>• Highlight attendance to parents during conversations and communication home</li> <li>• HOY/AHOY to meet weekly with AHOY on Attendance</li> <li>• AHOY to meet weekly with Link SLT or NBA</li> <li>• Peer Mentoring Programme</li> <li>• Responsive and targeted approaches (bespoke and creative responses)</li> <li>• Weekly tutor time tracking and logging of ABC's in Pocket Books during Registration</li> <li>• Attendance form group competitions</li> <li>• Regular Form time attendance focus (FT shares form attendance data &amp; continue to praise and encourage</li> <li>• Weekly Aquinas meetings with NBA/AHOY/JDU</li> <li>• Whole school Stanway Standard Awards</li> <li>• Extracurricular activities to encourage belonging and nurture protective factors</li> </ul>



## Stage Two: Additional Support

This would previously have been for students at around 96 to 94% Attendance, however we should not be restricting our offer to students at set percentages. The offer should be delivered in terms of need. It is likely that ALL of our PPG students will need support at this level. All of the options below should have been explored before a student progresses to the next level.

Action
HOY/AHOY Root cause conversation logged
Form Tutor Attendance Chat logged on Arbor
Email to parents regarding Tutor Chat
Form Tutor Attendance report
Email or call home logged in the case of punctuality concerns
Complete Tier 1 - Stanway EBSA Support Strategies
Student is highlighted on the Aquinas Suggested Actions sheet
Next steps discussed with SLT i/c Key Stage
Completed Early help plan if the student has had two days off school in a two week period and there are concerns
Early Help offer Email 1 Sent





### Stage Three: Intensive Support

This includes PPG Prior Low Attenders, PPG below 95% and would ordinarily have been students with 94 to 92% Attendance or Five or more U codes over a half term period.

All of the options below should have been explored before a student progresses to the Specialist support unless mitigation has been discussed at Panel.

Action
Completed Early help plan
Let's Talk Assessment completed
Let's Talk result has been logged on APDR and two reviews have taken place over a four week period
Let's Talk result and reviews have been communicated to parents
Student has been discussed at County Early Help drop in session (Tuesdays 3pm to 4pm) or telephone discussion with TAFSO
Early Help Offer Letter 2 sent
Attendance Contract Letter 1
Phonecall home Logged on Arbor to offer follow up Attendance Contract meeting
Attendance contract in place (where parents have engaged)
Student meeting with AJA/AMA/NBA/LDO/NGR
Potential for TAF meeting discussed between Year team and AJA/AMA
Holiday PN's for unauthorised term time leave of absence (minimum 10 sessions)
Inform external agencies if known to be working with the child/family
Optional - Student forms part of a bespoke Year group targeted Attendance intervention plan

### Stage Four: Specialist Support

This would typically have included any of the following: Attendance below 90%, Continued late arrivals despite support offered at previous tiers, Continued unexplained or unauthorised absences despite support offered at previous tiers.

Action
Referral for EBSA intervention (if appropriate)
School TAF meeting and TAF plan completed or Early Help offer if there are no other agencies involved
Aquinas Early help and Attendance contract Offer
Student moves onto Year group daily monitoring/phone call list
Aquinas Notice to improve or Warning letter
Student case raised at Panel if severely absent or complex issues
Adapted plan discussed at LABS
Explore potential for LINK, Soft start, BOT onsite or similar
Student has been discussed at County Early Help drop in session (Tuesdays 3pm to 4pm)
Explore external agency support through YES, YPDAS, CAMHS, Affinity and in the case of safeguarding concerns; Social Care
In the case of SEND - liaise with SJA/LAL regarding advice from Alison Crumpton/Inclusion partner about bespoke support



## Stage Five: Specialist Support

Ordinarily initiate if any of the following criteria are met:  
 Identified as a Severely absent student (below 50% attendance), Strategies introduced at stage four have failed to improve attendance,  
 Any of the thresholds for legal action have been met or Five days of consecutive non attendance without parent communication

Action
Home visit
Adapted plan discussed at Panel
Explore Alternative provision through Education Access
Explore reduced timetable and OSD
Explore options for support through statutory children's social care where there are safeguarding concerns
Agree a joint approach for all severely absent pupils with the local authority via the Attendance specialist team
Ongoing daily phonecalls home by Year team, AJA/AMA or NGR
Aquinas Education Supervision order, Parenting order, Penalty Notice or Attendance prosecution

## Parent Information and Support

- [School attendance statutory guidance for parents](#)
- [Essex Code of Conduct - Penalty Notices](#)
- [Children's mental Health - Every mind matters - NHS](#)
- [National Autistic Society / NAS Help with Education](#)
- [BEAT - Eating Disorders](#)



## Appendix C - Attendance is Achievement: Attend Today, Achieve tomorrow!

### Attendance vs lost learning



Attendance during one school year	Equivalent Days	Equivalent Sessions	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	18 Sessions	2 Weeks	54 Lessons
90%	19 Days	38 Sessions	4 Weeks	114 Lessons
85%	29 Days	58 Sessions	6 Weeks	174 Lessons
80%	38 Days	72 Sessions	8 Weeks	228 Lessons
75%	48 Days	96 Sessions	10 Weeks	288 Lessons
70%	57 Days	114 Sessions	11.5 Weeks	342 Lessons

### Every Minute Counts

If your child arrives late to school everyday, their learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



## Appendix D

### 1 [Working Together To Improve Attendance](#)

### 2. [Summary of responsibilities for attendance](#)

#### All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>



## Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

## Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>



## Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>



### Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

### Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>





## Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> <li>• Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.</li> <li>• Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.</li> <li>• Develop whole system approaches, with social care, to support the attendance of children in need.</li> </ul>

## Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> <li>• Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated.</li> <li>• Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.</li> <li>• Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.</li> <li>• Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.</li> </ul>



## Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>



## Appendix E

### ESSEX CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS OF TRUANTS AND PARENTS OF PUPILS EXCLUDED FROM SCHOOL ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23



### Helping parents to understand the changes to fines for term time holidays

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice Fines issued for unauthorised holidays recorded by schools **after 19<sup>th</sup> August 2024**.

#### Who may be fined?

Penalty Notice Fines are issued to each parent who allows their child to be absent from school.

For example: 3 siblings absent for term time leave, would result in each parent who allowed the holiday receiving 3 separate fines.

#### First Offence

The first time a Penalty Notice is issued for an unauthorised term time holiday the fine amount will be:

£80 per parent, per child if paid within 21 days.

Increasing to £160 if paid between days 22-28.

#### National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.

These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence, including the U code (late after registers have closed).

For example: a 5 day holiday would meet the national threshold.

The 10-school week period can span different terms or school years.

#### Second Offence

##### (within 3 years)

The Second time a Penalty Notice is issued for unauthorised absence the amount will be:

£160 per parent (who allowed the holiday), per child, payable within 28 days.

#### Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed a Penalty Notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. This may mean that cases are presented before a Magistrate's Court. Prosecution can result in criminal records and fines of up to £2,500.

Cases found guilty in the Magistrates' Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

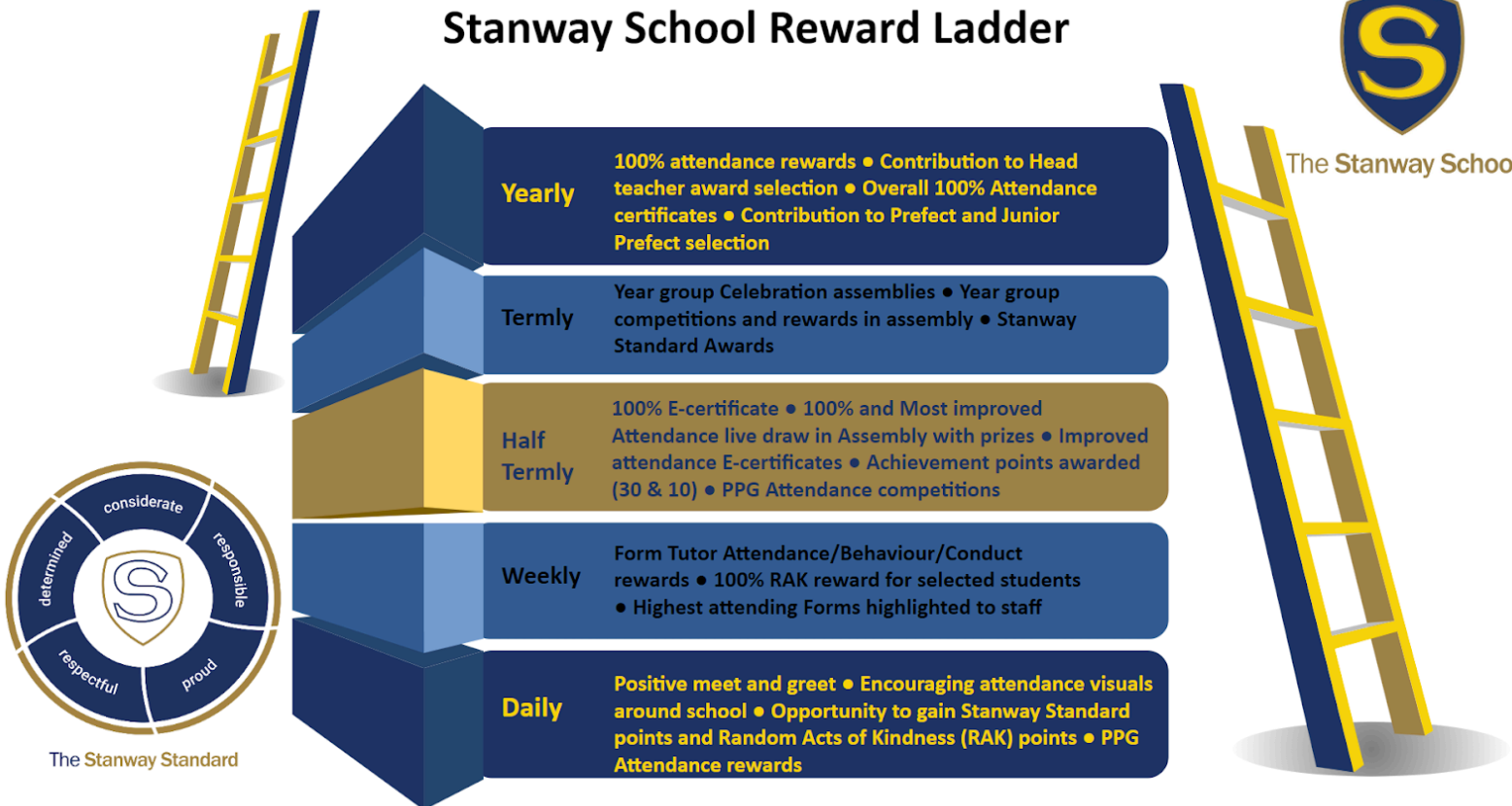


## Appendix F - Attendance Reward Ladder

### Stanway School Reward Ladder



The Stanway School



## Appendix G - Aquinas School Attendance Provisions

Aquinas is an independent organisation that works with the Sigma Trust and other schools across Essex, Southend and Suffolk. Aquinas' role is to support the school's pastoral and safeguarding teams, specifically by identifying and attempting to resolve any barriers to their regular attendance at school through supportive measures.

Every Aquinas Team Member is Community Safety Accredited (CSAS) by Essex Police, is child protection level 3 trained and is a member of the National Association of Social Workers in Education (NASWE).

The School will share certain personal information with Aquinas for the following reasons:

1. Educational Responsibilities: Schools have a legal obligation to ensure regular student attendance as part of providing a suitable education. This is supported by various laws and regulations, such as the Education Act 1996, which mandates schools to monitor and report student attendance.
2. Safeguarding and Welfare: Ensuring students are attending school regularly is a critical part of safeguarding their welfare. Schools must be aware of students' attendance patterns to identify any potential issues that could affect their education or wellbeing

Further information is available via

[The Stanway School Privacy Notice](#) and [www.aquinasprovisions.com/privacy](http://www.aquinasprovisions.com/privacy)

