NICHOLAS CHAMBERLAINE SCHOOL

Attendance and Punctuality Policy

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1. Aims

Nicholas Chamberlaine School (NCS) is committed to ensuring that all its students receive a full-time education which maximises opportunities for each student to realise their potential in a welcoming, caring environment where each member of the school community feels valued, wanted and secure. We will always encourage students to strive for 100% attendance; however, we do understand that this is not always possible and have therefore set a school attendance target of 95% for the academic year 2025/2026. Furthermore, under the Working Together framework, the DfE explicitly expects schools to champion 100% attendance as the expectation for all pupils, rather than normalising a lower threshold (like 95%) as a generic target. Consider reframing this to focus on individualised targets or aiming for maximum attendance, stating 95% as a critical monitoring threshold rather than an acceptable benchmark.

To support this, we aim to:

- Improve the overall percentage of attendance of students at NCS
- Make attendance and punctuality a priority for all those associated with the school including students, parents, teachers and governors.
- Intervene early when students experience a reduction in attendance · Develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
- Provide support, advice and guidance to parents and students.
- Take a holistic view of students and the range of reasons why attendance may be lower than expected.
- Ensure a joined-up school approach to supporting attendance including the tutor, senior leadership team, pastoral team and attendance team, engaging other professionals as needed. Attendance like safeguarding is everyone's responsibility.
- Recognise that, particularly following the pandemic, students may have a range of emotionally based reasons for avoiding school (EBSA)
- Take a relational approach, prioritising positive communication between home and school to lead to a shared understanding of the barriers to attendance
- Promote effective partnerships with the Warwickshire Attendance Service and other agencies.
- Recognise the needs of the individual student when planning support for them to return to school following significant periods of absence. This will be a bespoke response based on their individual needs.
- Develop a systematic approach to gathering and analysing attendance-related data and demonstrating that all necessary strategies and interventions have been put in place. This will include Attendance Support Plans and Home-School Contact Trackers

2. Legislation and Guidance

Legal Framework

The Education Act 1996 requires parents/carers or guardians to ensure their children receive efficient full-time education suitable to their age, ability and aptitude; to any special educational needs he may have, either by regular attendance at school or otherwise. A child is of compulsory school age at the beginning of the term following their 5th birthday.

Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.

Parents/carers and guardians have a legal responsibility to ensure their children receive efficient, full-time education by regular attendance at school or otherwise under section 7 of the Education Act 1996.

Section 576 Education Act 1996 defines 'parent' as:

- Any natural parent, whether married or not;
- Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act (1989) for a child or young person;
- Any person who, although not a natural parent, has care of a child or young person.

If a child of compulsory school age fails to regularly attend the school which he/she is registered at, then the parent/guardian is guilty of an offence under section 444 of the Education Act 1996.

Schools must take the attendance register at the beginning of each morning session and once during each afternoon session. On each occasion they must record whether every pupil is:

- present;
- absent;
- attending an approved educational activity; or
- unable to attend due to exceptional circumstances.

The school will record absences in line with the DfE Attendance coding guidance.

This policy meets the requirements of working together to improve school attendance 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:

- Part 6 of Education Act 1996
- Part 3 of Education Act 2002
- Part 7 of Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2024.
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

This policy also refers to the DfE's guidance on the Complete the school census - Guidance - GOV.UK, Keeping children safe in education 2025 - GOV.UK and Mental health issues affecting a student's attendance: guidance for schools - GOV.UK

In addition, this policy has considered the school's obligations under and the Equality Act 2010, a summary of the UN convention on the rights of the child

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
  - Recognising and promoting the importance of school attendance across the school's policies and ethos
  - Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
  - Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
  - Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
  - Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
  - Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs

- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
- The importance of good attendance
- That absence is almost always a symptom of wider issues
- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across schools]
- Holding the head to account for the implementation of this policy

3.2 The Head

The head is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the attendance lead to be able to do so
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader also known as 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 students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families

The designated senior leader responsible for attendance is Boyd Young, Deputy Head and can be contacted via 024 7631 2308 and or b.young@nicholaschamberlaine.co.uk

3.4 The Attendance Team

The school attendance coordinator is responsible for:

- Monitoring and analysing attendance data (see section 8)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the head
- Working with education welfare officers to tackle persistent absence
- Advising the Attendance Coordinator/senior attendance champion (authorised by the head) when to issue fixed-penalty notices

The attendance team can be contacted via 02476312308 and/or attendance@nicholaschamberlaine.co.uk

3.5 The Pastoral Team

The NCS pastoral team consists of Associate Assistant heads, heads of year, year leads and the attendance team. Members of the pastoral team may support with home visits, attendance support plans and attendance issues as required.

3.6 Class Teachers/Form Tutors

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office on the same day

3.7 School Attendance Team

School attendance team will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers (and students) where appropriate to the Attendance champion or Pastoral team, in order to provide them with more detailed support on attendance on 0247631308.

3.8 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)
- Parents are expected to:
- Make sure their child attends every day/timetabled session on time
- Call the school on 024 76312308 (option1) to report their child's absence before 9am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting contacting the Students tutor who can be contacted via 024 76312308 and/ or their school email address

3.9 students

Students are expected to:

- Attend school every day, on time
- Attend every timetabled session, on time
- Sixth form: Call the school to report their absence before 9am **on the day** of the absence and **each subsequent day of absence**

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all students onto this register. We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (student Registration) (England) Regulations 2024.

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 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a student is attending an approved educational activity
- The nature of circumstances, where a student is unable to attend due to exceptional circumstances
- We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The register for the first session will be taken at 8.40am and will be kept open until 9.10am. The register for the second session will be taken at 12.45pm and will be kept open until 13.45pm.

Deletions from the Register:

In accordance with the Education (Pupil Registration) (England) Regulations 2024, students will only be deleted from the register when one of the following circumstances applies:

- The school is replaced by another school on a School Attendance Order
- The School Attendance Order is revoked by the local authority
- The student has ceased to be of compulsory school age

- Permanent exclusion has occurred and procedures have been completed
- Death of a student
- Transfer between schools
- Student withdrawn to be educated outside the school system
- Failure to return from an extended holiday after both the school and the local authority have tried to locate the student
- A medical condition prevents their attendance and return to the school before ending compulsory school-age
- In custody for more than four months (in discussion with The Youth Offending Team)
- To protect against illegal off-rolling and ensure full compliance with CME (Children Missing Education) guidelines, explicitly state that a student cannot be deleted from the register until the school and the local authority have jointly completed making reasonable enquiries to locate the pupil, and that the school must notify the Local Authority before the deletion takes place, in line with your local Warwickshire CME protocol.

NCS will follow Warwickshire County Council's Children Missing Education Protocol when a student's whereabouts are unknown.

4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00am, or as soon as practically possible, by calling the school office, which can be contacted via 024 7631 2308 option 1.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student's parent notifies the school in advance of the appointment and provides evidence of the appointment.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

Registration Times

	Register Taken	Register Closed
Morning Session	**8.45am**	**9.10am**
Afternoon Session	**12.30.pm**	**13.30pm**

If a student is late before registration closes and it has not been previously agreed, they will be marked as late (code L). If students arrive late after registration is closed, then they will be marked as absent by using a late registration (code U). Reasons for lateness should be given to the school office who will record on Arbor. When students do arrive late without previously agreed they will be issued a detention after school the following day.

If a student leaves or arrives at the school after registration has taken place, they should do so via the School Office. A member of the office staff will ensure that the student's name is entered into the Arbor system along with the reason and time – this is essential for Fire Safety purposes.

4.5 Following up unexplained absence

On the first day of absence, if parents/carers have not contacted the school, the school will send out an absent alert via email/text asking parents/carers to contact the school immediately. The school will attempt to call parents/ carers to ascertain the reason for absence. If the school has been unable to make contact with the student's primary contact, then they will attempt to make contact with any of the formal contacts logged on Arbor.

If the school cannot reach any of the student's emergency contacts, the school may carry out a home visit, or contact the police if students are considered vulnerable or a risk assessment indicates it is necessary. Refer to safeguarding policy for further information.

The school will 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 and call the parent/carer on each day that the absence continues without explanation to ensure correct safeguarding action is taken where necessary.

If absence continues, the school will consider involving Warwickshire Attendance Service for guidance from the Children & families' front door service, allocated social worker or any other relevant agencies involved with the child/young person and/or family. A home visit will be carried out on the third day of absence if no contact from home has been received. Where the student returns to school after an unexplained absence and contact has not been made with family to provide an explanation, the absence will be recorded as unauthorised. If the child/young person has remained absent for a period of 10 days, then a referral to the 'Children Missing from Education' Team via a CME referral form will be completed (further info below): https://api.warwickshire.gov.uk/documents/WCCC-1010-94 and sent to: cme@warwickshire.gov.uk.
In the case of concerns about a student's safety or wellbeing that the Senior Leadership Team believe requires urgent/immediate action; they will contact the Children & Families Front Door Service on 01926 414144.

5. Authorised and unauthorised absence

5.1 Leave of absence requests

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application. In accordance with The Education (Pupil Registration) (England) Regulations 2024, students will only be deleted from the register when one of the following circumstances applies:

- A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).
- Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.
- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.
- Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.
- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.
- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
- The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.
- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.
- Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.
- All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.
- Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.

The national threshold of 10 sessions of unauthorised absence within a rolling 10-school-week period applies to any combination of unauthorized absences (e.g., a mix of unauthorized holidays [G], arriving late after the register closes [U], or general unauthorised absence [O]), not just consecutive block bookings for vacations.

Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.

- Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.
- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

Categories of Absence

Valid reasons why a child/young person may be absent from school are:

- Illness
- Religious observance
- Where LA transport should be provided but is unavailable
- Traveller students 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 student is attending educational provision

These absences will be authorised by the Head Teacher following contact with parents/carers.
NCS asks parents/carers to telephone on the first day of absence.

There are two categories of absence:

- Authorised (approved)
- Unauthorised (not approved)

Authorised Absence
An absence is classified as authorised when a child/young person has been away from school for a legitimate reason and the school has received notification from a parent/carer. For example, if the child/young person has been unwell and the parent / carer telephones the school to explain the absence.

Only the school can authorise an absence, parents / carers do not have this authority. Consequently, not all absences supported by parents / carers will be classified as authorised. For example, if a parent/carer takes a child out of school to go shopping during school hours, this will not mean it is an authorised absence.

Medical Appointments and Evidence
Any absences due to medical appointments will require appropriate evidence to be authorised. This includes, but is not limited to, a note from a doctor, medical appointment card, or any other relevant documentation. We understand that medical issues can arise unexpectedly, however, it is essential to provide evidence to ensure that the absence is appropriately recorded and justified.

Scheduling Medical Appointments
Wherever possible, we kindly request that you schedule medical appointments outside of school hours. We understand that this may not always be feasible, but minimising disruptions to your child's education is a priority. If an appointment during school hours is unavoidable, please ensure that your child returns to school promptly afterwards along with evidence of the appointment if this hasn't already been shared with school.

Special Circumstances
We acknowledge that there may be special circumstances that require absences to be authorised without the standard evidence. These situations will be considered on a case-by case basis and will be at the discretion of the Head.

Unauthorised Absence
An absence is classified as unauthorised when a child/young person is away from school without the permission of the school. Therefore, an absence can be unauthorised even if the child/young person is absent with the support of a parent i.e. Leave of Absence for the purpose of a family holiday. NCS will take steps, such as inviting parents to various meetings to improve attendance or by referring to the local authority and/ or increasing the level of support offered to families.

A child/young person arriving after the close of registers without good reason will be classified as an unauthorised absence. Truancy is also a form of unauthorised absence where a child/young person deliberately misses school. Parents/carers, however, remain legally responsible for this absence.

Assistance is available in this situation and may be sought via NCS or by directly contacting the Warwickshire Attendance Service (WAS).

Definition of Persistent Absence and Severe Absence
We use the term Persistent Absence to refer to absence of 10% or more and severe absence when a student misses 50% or more of school sessions, whether authorised or unauthorised.

As a school we are aware that every circumstance is different and there can be unavoidable absences (especially diagnosed long term illnesses), which make attendance at school sometimes difficult. Nevertheless, crucial learning that is missed cannot be repeated and 'catching up' on work will never compete in quality; however at NCS we work tirelessly to bridge these gaps in making learning accessible to all.
Students with persistent absence are often unlikely to attain their full potential at school and are at risk of staying in education Post-16. Statistical evidence shows that persistently absent students are also significantly more likely to engage in anti-social behaviour, youth crime and are more at risk of other negative outcomes (including teenage pregnancy and drug/alcohol

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices
The head (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.
Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks) ·
- Whether a penalty notice is the best available tool to improve attendance for that student Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

- A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day).
- Each parent who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.
- The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days.

A **third** leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice) A penalty notices will be not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.
They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 4 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

At NCS, we work with students and their families holistically to encourage good attendance, ensuring that education for our students is engaging and fun so that they want to attend school. We promote attendance through staff training, regular monitoring and taking the view that attendance is everyone's responsibility. Attendance is high on the agenda of Team Around the Child (TAC) meetings and other professionals' meetings, including the annual review of the EHCP for every student and PEP meetings for Children Looked After.

Due to the nature of our students' needs, we approach attendance issues in a highly bespoke way. We acknowledge that students' mental health is often a contributing factor to poor

attendance and that students' behaviour is a form of communication. Therefore, our approach is rooted in relationships with students and their families, ensuring we work together to provide early intervention when students show signs of a reduction in attendance at school. We respond to each student as an individual, with the student's mental health and well-being at the forefront of our approach.

Attendance Support Plans

Where students have or are at risk of persistent absence from school, a meeting will be held with parents/carers and relevant professionals to complete an agreed Attendance Support Plan. This plan will prioritise the student's immediate barriers to attendance at NCS and strategies will be outlined with clear timescales to plan, do and review.

This acts as an agreement between home and school as to how attendance will be improved and by when, as well as how students will be monitored on days that they do not attend school. This is a short-term intervention to rapidly reintegrate a student back to full attendance at school (see also 'part-time timetables' in appendices).

Warwickshire Attendance Support

In situations where attendance is not improving and:

- school support and other agency support has been exhausted and/or is not working,
- and/or there is a lack of parental engagement.
- Schools can complete a request for additional support through the Targeted Attendance Pathway via each school's WCC allocated attendance Officer.

7. Attendance Monitoring

Students Educated Off-Site
In cases where a student is educated off-site (as part of an agreement with the school), the School Attendance team will telephone the educational provision at which the student is based to check that they are in attendance. This includes alternative provisions and work experience placements.

Sixth Form Information:
Whilst Sixth Form students may not be of statutory age, the school's high expectations of attendance and punctuality still apply. Legal sanctions cannot be applied to students not of statutory age; however, all other practices and procedures will be applied in order to ensure an early commitment from parents/carers towards their child/young person's education and attainment.

Monitoring of Attendance
The school will monitor attendance and absence data daily, weekly, half-termly, termly and yearly across the school and at an individual student level, using the below methods.
The school will identify whether or not there are particular groups of students whose absences may be a cause for concern.

Student-level absence data will be collected each term and shared nationally through the census. The school will compare attendance data to the national average and share this with the governing board.

Weekly attendance reports are produced by the Attendance Officer and initially shared with the Pastoral Manager to provide an update of known reasons for absence and intervention

offered. The Pastoral Team will then highlight any emerging attendance concerns to the Senior Leadership Team, who work together to review the appropriate next steps.

Attendance is reviewed as part of the fortnightly Team Around the Child (TAC) process, this process considers the students holistically and identifies any students whose attendance is causing concern. These are held between the Pastoral Team and the Leadership Team to analyse attendance and discuss each child/young person where attendance has declined, despite previous intervention and support offered, to decide on the appropriate intervention required. This may include referrals to SENDAR, Children & Families Front Door Service or relevant appropriate agencies.

If there is no improvement in attendance the head will make a referral to the Warwickshire Attendance Service, and this may result in legal action.
The school's safeguarding governor has a specific remit to monitor attendance and follow-up actions taken by the school in cases causing concern.

Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these students and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Using data to improve attendance

The school will:

- Provide regular attendance reports to relevant staff (e.g. class teachers, pastoral team) and school leaders, to facilitate discussions with students and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school.
The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of students who the school (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
- Implement an Attendance Support Plan, in collaboration with the student (where appropriate), the family and other relevant professionals to support students who are experiencing persistent absence to increase their time in school.
- Implement an Attendance Case Study (see appendix) for students who experience severe absence which is out of their control (e.g. significant medical needs, resulting in hospitalisation, which impacts on attendance at school)

Performance

It is important to set realistic targets. The school will look at all applied interventions as part of the evaluation process in order to ensure and maintain their effectiveness.

When evaluating success, the school will consider whether or not:

- Attendance has improved
- Punctuality has improved
- Parental response to absence has improved
- Attendance Support Plans have been successful
- The school has been successful in raising the profile of attendance within the school, governing body and the local community
- students (where applicable) are fully aware of the importance of punctuality and regular attendance and the attendance procedures operating within the school

It is essential that everyone involved in promoting attendance is clear about the important role that must be carried out in order to raise standards. Promoting attendance is the responsibility of the whole school.

8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the senior leadership team. At every review, the policy will be approved by the full governing board.

9. Links with other policies

This policy links to the following policies

- Safeguarding and Child Protection Policy - Nicholas Chamberlaine School
- Special Educational Needs and Disability Policy - Nicholas Chamberlaine School
- Suspension and Permanent Exclusion Policy

These can be found on the school website, here: Policies - Nicholas Chamberlaine School

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	student is present at morning registration
\	Present (pm)	student is present at afternoon registration
L	Late arrival	student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	student 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	student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	student is participating in a supervised sporting activity approved by the school
W	Attending work experience	student is on an approved work experience placement
B	Attending any other approved educational activity	student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered *20 days continuous unauthorised absence and both the local authority and school have tried to locate the student*	student is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	student is at a medical or dental appointment
J1	Interview	student has an interview with a prospective employer/educational establishment

S	Study leave	student has been granted leave of absence to study for a public examination
X	Not required to be in school	student of non-compulsory school age is not required to attend
C2	Part-time timetable	student is not in school due to having a part-time timetable
C	Exceptional circumstances	student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	student 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	student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	student 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	student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	student 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 student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	student 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	student'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	student 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	student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	student 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

Appendix 2: Children Missing Education (CME)

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to children missing from education supports identifying such abuse and helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

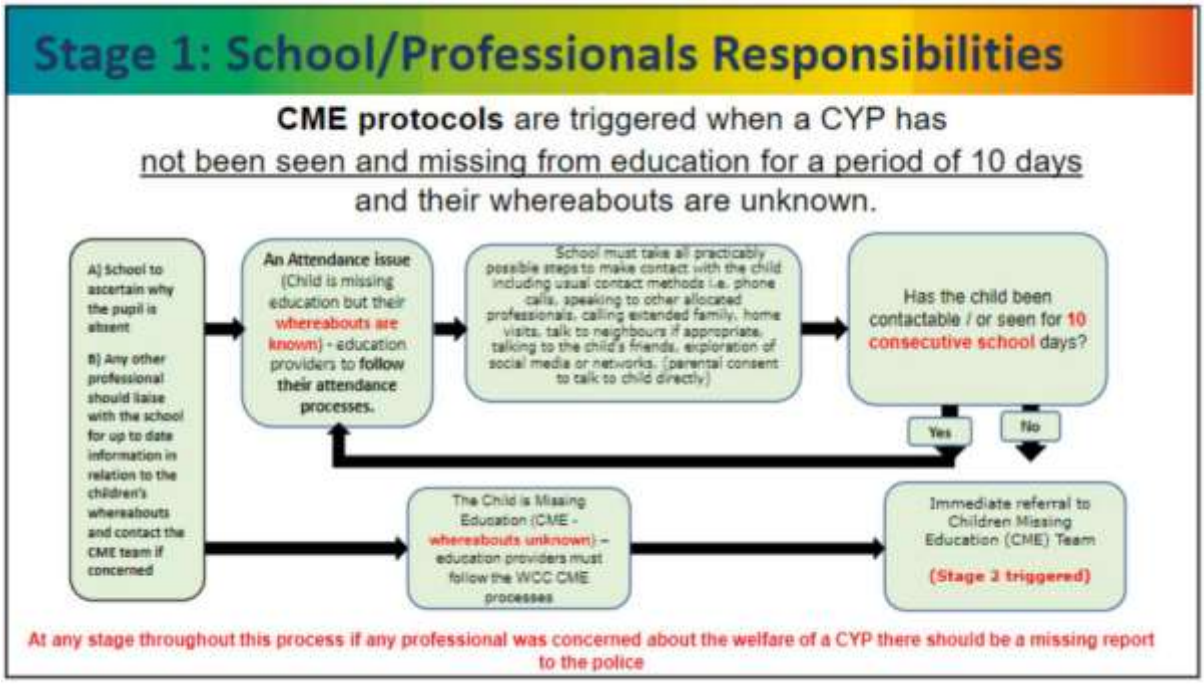
Schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non standard transition points, can be found in the department's statutory guidance: Children missing education - GOV.UK.

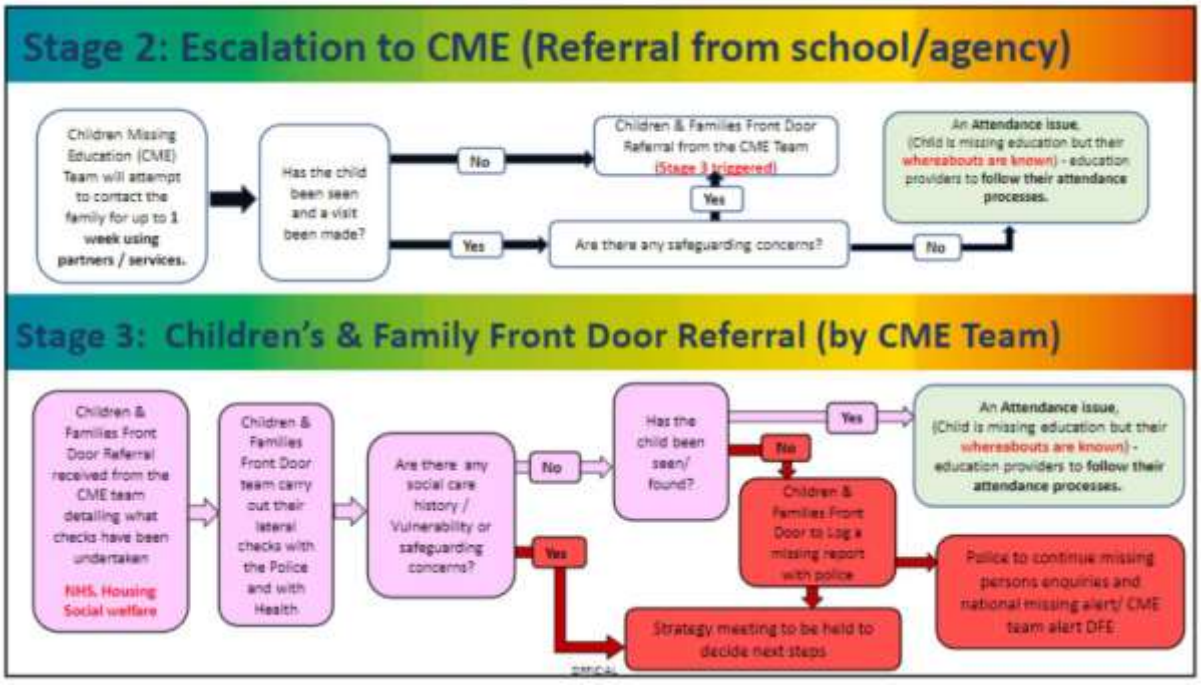
Further information for colleges providing education for a child of compulsory school age can be found in: Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges - GOV.UK

General information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy
https://www.gov.uk/government/publications/missing-children-and-adults-strategy Voices of England's Missing Children | Children's Commissioner for England

Before referring as a CME:

- Attempts have been made to re-engage the student using in-house strategies and any external agencies if identified
- Home visits have been attempted (at varying times of the day)
- Phone calls made
- All other agencies contacted / notified
- Friends / neighbours / relatives have been contacted


Stage 1: School/Professionals Responsibilities
CME protocols are triggered when a CYP has not been seen and missing from education for a period of 10 days and their whereabouts are unknown.
A) School to ascertain why the pupil is absent
B) Any other professional should liaise with the school for up to date information in relation to the children's whereabouts and contact the CME team if concerned
An Attendance issue (Child is missing education but their whereabouts are known) - education providers to follow their attendance processes.
School must take all practicably possible steps to make contact with the child including usual contact methods i.e. phone calls, speaking to other allocated professionals, calling extended family, home visits, talk to neighbours if appropriate, talking to the child's friends, exploration of social media or networks. (parental consent to talk to child directly)
Has the child been contactable / or seen for 10 consecutive school days?
Yes
No
The Child is Missing Education (CME - whereabouts unknown) – education providers must follow the WCC CME processes
Immediate referral to Children Missing Education (CME) Team
(Stage 2 triggered)
At any stage throughout this process if any professional was concerned about the welfare of a CYP there should be a missing report to the police


Stage 2: Escalation to CME (Referral from school/agency)
Children Missing Education (CME) Team will attempt to contact the family for up to 1 week using partners / services.
Has the child been seen and a visit been made?
No
Children & Families Front Door Referral from the CME Team (Stage 3 triggered)
Yes
Yes
Are there any safeguarding concerns?
No
An Attendance issue. (Child is missing education but their whereabouts are known) - education providers to follow their attendance processes.
Stage 3: Children's & Family Front Door Referral (by CME Team)
Children & Families Front Door Referral received from the CME team detailing what checks have been undertaken
NHS, Housing Social welfare
Children & Families Front Door team carry out their lateral checks with the Police and with Health
Are there any social care history / Vulnerability or safeguarding concerns?
No
Has the child been seen/ found?
Yes
No
An Attendance issue. (Child is missing education but their whereabouts are known) - education providers to follow their attendance processes.
Children & Families Front Door to Log a missing report with police
Police to continue missing persons enquiries and national missing alert/ CME team alert DFE
Yes
Strategy meeting to be held to decide next steps

Appendix 3: students with medical/health needs who cannot attend school

As a school we strive to create the best learning experiences and overall provision for our students in line with their Education, Health & Care Plans (EHCPs). Many of our students have complex and underlying health care needs which are catered for in these plans, but we must also be prepared for the unexpected. When a student is unable to attend school due to their health needs the senior leadership team will work closely with the family to ensure we can adapt to meet the current and ongoing health needs of that student. We will, of course, be led in decision making by any medical staff supporting the student and the family.

Wherever possible, we will support the child/young person to access school in whatever way is appropriate and will tailor any home-school support around individual needs.

When children and young people are unable to attend school due to illness, Section 19 of the Education Act 1966 requires local education authorities to provide 'suitable education'. This applies to children and young people who cannot attend their own school for an extended period because of their illness.

In Warwickshire this provision is made in three ways which form a continuum of provision.

- Hospital teaching – This service is usually provided by hospitals outside Warwickshire. Warwickshire is then recharged for this provision.
- Teaching at home or in small community settings (not Elective Home Education) – for children and young people who, because of their health need, are unable to attend the school setting. This service can be provided by the Flexible Learning Team.
- Support for reintegration to school for children and young people who are recovering from illness, and it has been agreed by the appropriate agencies that they are unable to attend school full-time.This support will be planned in partnership with the school. It will be phased, monitored and, in the interest of achieving a successful reintegration, time limited. This service can be provided by the LA services including the Specialist Teaching Service, Integrated Disability Service and/or the Flexible Learning Team.

Students with Medical Conditions

Where a student has an on-going diagnosed medical condition, which necessitates them missing more than 15 continuous school days (30 am/pm attendance sessions) because of the condition, consideration should be given to an Early Support Assessment, input from relevant external specialists e.g. CAMHS, EPS, specialist teacher and/or referral to the Flexible Learning Team. The condition must be supported by a medical specialist e.g. CAMHS specialist, Hospital Consultant and not just on the parent's explanation. For full details of how to request intervention from the Flexible Learning Team see https://www.warwickshire-flt.org.uk/index.shtml.

Where possible and appropriate a student should be provided with sufficient and differentiated work for those hours they are not in school. Arrangements should be made to ensure that the work is marked and assessed with constructive feedback given to the student. If the school/education provider has a staff member with the student at the family home, then this would be a supervised activity and could be recorded in the attendance register as educated off site; 'B' code. If not, then the school's register should record the absence as authorised; 'T' code for the session the student is not expected in school.

Appendix 4: Elective Home Education (EHE)

In accordance with The Education (Pupil registration) (England) Regulations 2024, schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove their child/young person from school with a view to educating at home, we will work with other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child/young person. This is particularly important where the student has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

DfE guidance for local authorities on Elective Home Education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance. https://www.gov.uk/government/publications/elective-home-education

If the student has an EHCP or has SEN, school will contact the relevant Plan Co-ordinator or WCC EHE officer for advice in the first instance.

Following multi-professional input, a letter will be obtained from parents to confirm they are going to home educate their child / children. School will send a copy of the paperwork to the EHE team.

School will then signpost parents to the LA webpage at https://www.warwickshire.gov.uk/homeeducation and any other agencies that they may benefit from.

Appendix 5: Part time timetable

For the purposes of this guidance, a timetable is reduced when it consists of something less than that which is provided to the majority of the students in that setting.

There is no statutory basis upon which to establish a reduced timetable, however in exceptional circumstances, we may decide to implement one for a time-limited period to meet a student's individual needs.

A reduced timetable will not be treated as a long-term solution and must have a time limit by which point the student is expected to attend full-time. In the majority of cases, we would expect that any part-time timetable will have ceased within 6 weeks or earlier. If regular progress is not being made (measured by increased time in school and demands) it shows that the strategy is not working, and a different intervention must be considered.

In accordance with the Equality Act 2010, it is unlawful for schools to discriminate against CYP on the basis of their special educational need and/or disability, including those with social, emotional and mental health difficulties.

Prior to implementing a part time timetable, a risk assessment will be undertaken to consider any safeguarding risks while the student is not at school. If safeguarding concerns are highlighted, advice will be sought from the Warwickshire Front Door.

If Children's Services are involved, permission must be sought from the social worker or Family Support Worker before a student can be put on a part-time timetable.

Where a part time timetable is implemented, school should clarify with parents/carers that they will take full responsibility for their child when they are not in school and guarantee they are supervised off site. This should be confirmed with all agencies involved in supporting the student and family. An Early Help Assessment (EHA) or early EHCP review are possible routes to engage with parents/carers and the student.

Part-time Timetables for Children Looked After

Children Looked After (CLA) are amongst our most vulnerable students and a part-time timetable should only be used in very limited circumstances when all other interventions have been tried. The Head of Virtual School must be consulted about any proposals to implement a part time timetable for a Warwickshire CLA. For any advice or support with a CLA contact the Head at virtualschool@warwickshire.gov.uk

Where a student is supported by a Virtual School from a different authority, we will seek guidance from the relevant Virtual School Head.

A part-time timetable should only be used after reviewing the student's Personal Education Plan (PEP) and must not be used without written consent of the student's Social Worker and the Virtual School of the Local Authority responsible for the child.

Any student who is CLA on a part-time table must be contacted daily by the school to ensure they are safe. This must be recorded. If the school has any concerns about the safety of a student who is CLA on a part-time table, they must follow their safeguarding policy and procedures and contact the relevant social worker.

Part time timetables for students subject to a Child Protection Plan (CPP) or who are a Child in Need (CiN)

When considering a part-time timetable for a student that is subject to a CPP or who is CiN, we must first consult with the student's Social Worker. Any part-time timetable must only be implemented following a Core Group or CiN Meeting.

A part-time timetable should not be implemented without written parental/carer agreement and the consent of the Social Worker responsible.

Any student subject to a CP plan or CIN on a part-time timetable must be contacted daily by the school to ensure they are safe. This must be recorded. If the school has any concerns about the safety of a child/young person on a part-time timetable they must follow their safeguarding policy and procedures and contact the relevant social worker.

Full details of the guidance the school follows: Warwickshire Guidance on Part-Time Timetables May 2021

Appendix 6: Attendance Pathway Proposal

End of Academic Year – All students receive Attendance awareness letter

Attendance praise letters/emails for 95% and above sent home end of each half term

EOC Letter

ASP 1 – Tutor

Early Support

ASP 2 HOY/YL

Attendance contract/Attendance SLT

WAS Consultation

Referral to WAS targeted support