University Schools Trust
A transformational education

Royal Greenwich Trust School

Attendance and Punctuality Policy
June 2025

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
January 2025	1	Updated Policy Aims and Ethos to include new DfE Guidance and links to documents.
	1	Updated with subsections Understanding types of absence; Absence procedures; Lateness; Understanding barriers to attendance; School attendance and the law; National Framework for Penalties Notices; Deletion from Roll; Absence data
	2	Updated Links to Legislation and Guidance documents
	3	Updated Roles and Responsibilities, amending the responsibilities of existing roles and adding new roles and their responsibilities.
	4	Updated Recording Attendance with subsections – Persistent absence; Home visits; Legal sanctions; Welfare checks and attendance codes.
	5	Updated Procedures and processes, including the processes for celebrating good attendance; supporting low and persistent absences
	6	Updated – previous Section 6 incorporated into section 5. New Section informs on Attendance rewards.
	7	Updated Punctuality Monitoring with new processes.
	8	Previously 9 - Updated with new processes.
	9	Previously 10 – Updated with new processes
	10	Previously Monitoring arrangements – updated to Appendix 1 – Register guidance notes
	11	Updated – removed and incorporated into main body
	11	Updated Appendix 2 – Links to Legislation and Guidance Documents
	12	Updated Appendix 2 – Register Guidance Notes moved to Appendix 1 – Section 10
	12	Updated with Appendix 3 – Attendance codes
	13	Updated – Links to Legislation and Guidance Documents – moved to Section 11
	13	Updated Appendix 4 – First Day Calling procedures
	14	Updated Appendix 5 - Elective Home Education Procedures and referrals
	15	Updated Appendix 6 – DfE guidance – Summary Table of responsibilities
	16	Updated Appendix 7 – School times
	17	Updated Appendix 8 – Attendance and Punctuality workflows
	18	Updated Policy sign off
October 2021		New Policy from October 2021

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1. Definitions

The “Trust” refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A “School” refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a ‘school’ may span one or several phases of education to the individual academies within the Trust. Depending on the context the term “School” may refer to a singular academy or to all the academies within the Trust but as separate entities.

“Staff” refers to any individual who is employed by the Trust or who operates on the Trust’s behalf, e.g. Trustees and Governors.

A “Parent” includes the natural or adoptive parent of a student as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a student.

A “Student” includes any incoming or current student at any School within the Trust. It also includes any individual who was previously a student at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term student is used as standard by the UST in its policy documents but can be replaced with the term “student” or “child” with no change of definition.

The “Headteacher” is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

2. Scope of the Policy

This policy applies to attendance and punctuality at the Royal Greenwich Trust School. It provides guidance around attendance protocol and actions the school may take to support attendance.

3. Policy Aims and Ethos

Royal Greenwich Trust School recognises that good attendance is essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "Working together to improve school attendance" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding.
- ensure every pupil has access to the full-time education to which they are entitled.
- ensure that pupils succeed whilst at school.
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

This policy details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. **It is essential that pupils attend school every day, unless there are exceptional circumstances, and it is the *headteacher*, not the parent/carer, who can authorise the absence.**

At the Royal Greenwich Trust School, our aim is to provide transformational educational opportunities for all children. Through a broad and balanced curriculum, a wide range of enriching learning experiences and a tailored approach to support the individual student, our students will leave school as young adults who are responsible global citizens who have a clear vision for their futures.

Excellent attendance and punctuality play a crucial role in all students' academic progress. In order for all children to achieve their full educational potential, attending every day and on time to all lessons is essential to this. At the Royal Greenwich Trust School (the 'School') we have established clear strategies, processes and systems to identify and support those with low attendance as well as systems that look to promote and celebrate outstanding attendance.

This policy aims to:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued.
- Provide a clear framework for all stakeholders regarding promoting outstanding attendance
- Promote children's welfare and safeguarding
- Ensure every pupil has access to the full-time education to which they are entitled
- Ensure that pupils have access to the widest possible range of opportunities at school and when they leave school

- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently
- Support core values and ethos of the school to ensure that our pupils develop into Royal Greenwich Trust graduates and global citizens
- Identify responsibilities of key stakeholders in securing exceptional quality of provision for all our pupils.
- Raising and maintaining a whole school's awareness of the importance of good attendance and punctuality.

3.1. Promoting Outstanding Attendance

At Royal Greenwich Trust School, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

The name and contact details of our Senior Attendance Champion (the senior leader responsible for the strategic approach to attendance in our school) is:
Name: Mr J Asafo Adjei Jnr
Email address: asafoadjeijnr.j@rgtrustschool.net
Contact number: 020 8312 5480

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

Our attendance expectation for all students is above 97%. Regular attendance is the responsibility of parent/carers, pupil and all members of the school staff. To promote outstanding attendance at our school, this is achieved by:

- Celebrating outstanding attendance with our students, the staff body and parents/carers.
- Supporting parents/carers should their child's attendance fall below the school's attendance target.
- Regular analysis of attendance data to celebrate outstanding attendance and identify those who need support.
- Report to parent/carers annually on their child's attendance with the annual school report
- Where needed, a 1:1 welfare session with key staff to identify and overcome any barriers to good attendance.
- Celebrate excellent attendance regularly in assemblies, rewards and communication with parents/carers.
- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools.
- Build strong relationships and work jointly with families.
- Promote the benefits of high attendance.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence as required by law.

- Report to parents/carers regularly on their child's attendance and the impact on their progress.
- Contact parents/carers should their child's attendance fall below the school's target for attendance.

3.2. School Attendance and the Law: DfE School Attendance Aug 2024

The government expects schools and local authorities to:

- Promote good attendance and reduce absences, including persistent absences
- Ensure every pupil has access to full time education which they are entitled
- Act early to address patterns of absence

The government expects parent/carers to:

- Parents/carers to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly
- All parent/carers must ensure that their child attends school every day - failure to ensure regular and punctual attendance may result in the issuing of a penalty notice under Anti-Social Behaviour Act 2003 and/or prosecution under section 444 of the Education Act 1996.

3.3. Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent/carer), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

- Approval for term-time absence

  The headteacher will only grant a leave of absence to pupils during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion.

  Exceptional circumstances are assessed on a case-by-case basis depending on the circumstances that have arisen and the student's historic attendance record.

  The list of 'exceptional circumstances may include but not exhaustive of:

- Bereavement of a relative and/or attending a funeral
- Serious illness of child
- Death of an immediate family member
- Court related meetings or appointments
- Absences for safeguarding reasons

The school considers each application for term-time absence individually, taking into account and considering the specific facts, circumstances and relevant context behind the request.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.
- absences which have never been properly explained.
- children who arrive at school after the close of registration are marked using a 'U'. JThis indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session.
- shopping trips.
- looking after other children or children accompanying siblings or parents to medical appointments.
- their own or family birthdays.
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends.
- day trips.
- other leave of absence in term time which has not been agreed.

Persistent Absenteeism (PA)

A pupil is defined by the Government as a **'persistent absentee'** when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are persistent absentees.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent'**. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

3.4. Absence Procedures

The name and contact details of the school staff member pupils and parents should contact about attendance on a day-to-day basis is:

Phone contact:

- KS3 & 4 (Years 7 to Year 11) – 0208 312 5480 ext. 513

- KS5 (Year 12 and Year 13) – 0208 312 5480 ext. 522

Email: rgtsattendance@rgtrustschool.net

We monitor and review all pupils' absences, and the reasons that are given, thoroughly.

If a child is absent from school the parent must follow these procedures:

- Contact the school on the first day of absence before 8am
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before deciding as to whether the absence is to be recorded as authorised.
- Contact the school on every further day of absence, again before 8am.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS guidance on Absence and Childhood Illness.

If your child is absent, we will:

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. We will contact all the persons named on our student contact list, starting from the contact with 1st priority. However, it is your responsibility to contact us.
- If we are unable to make contact with parents/carers and contacts by telephone, we will send text messages and emails to request contact. A home visit may be made, in the interests of safeguarding if needed. A letter stating we visited will be left if we meet no one at home.
- If no contact with parents/carers is made, by day '5' not day 10, in accordance with CME procedures.

If absence continues, we will:

- Write to you if your child's attendance is below 90% or causing concern, and/or where punctuality is a concern.
- Arrange a meeting so that you may discuss the situation with us.
- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child.
- Offer signposting support to other agencies or services, if appropriate.
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

3.5. Lateness

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

The times of the start and close of the school day for all pupils at X School are:

- Gates open: 8.15am
- KS3 & KS4 – 8:35am
- Post 16 – Late mark is awarded from 8:55am

How we manage lateness:

The school day starts at **8.15am** when children can begin to come into school:

- Registers are taken at **8.40am.**
- Children arriving after **8.35am** will receive a late mark. Post 16 is 8:55am.
- A member of staff will record the names of students who arrive between 8:35am and 9:10am.
- At **9.10am** the registers will be closed. In accordance with the Regulations, if your child arrives after this time, they will receive a mark that shows them to be on site – 'U', but this will **not** count as a present mark, and it will mean that they have an unauthorised absence.
- Students arriving after 9:10am will go through the main reception where they will be registered by a member of staff and the reasons for the lateness collected and followed up where needed.
- The school may contact parents/carers regarding punctuality concerns.

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with a member of the pastoral or attendance team, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents/carers and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good punctuality.

3.6. Understanding Barriers to Attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents/carers and the child. If a parent/carer thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team(s).

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils, however we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Appendix 6 for summary tables of responsibilities for school attendance.

3.7. School Attendance and the Law

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

3.8. National Framework for Penalty Notices

There is now 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. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

See Appendix 8 for a summary of the processes surrounding the penalty notice.

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent/carer who has made the application is therefore allowing the leave of absence, and that all parents/carers who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave is refused or where no application is made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Royal Greenwich Code of Conduct, in respect of each parent/carer believed to have allowed the absence.

At Royal Greenwich Trust School, 'exceptional circumstances' will be interpreted as:
... being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the headteacher). The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

The headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide work for children to do during their absence.

3.9. Deletion from Roll

For any pupil leaving secondary school other than at the end of year 11, parents/carers are required to complete a 'Pupils moving from *school/Leavers*' form which can be obtained from the school office. This provides school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. In the case where they are moving to another country, parents/carers must also provide travel documentation including tickets. This information is essential to ensure that we know the whereabouts of our students so that we are able to appropriately safeguard all of our students, even those who leave us. Without these requested information and/or documentation, the child can become 'children missing education' Children Missing Education - Guidance for Local authorities (publishing.service.gov.uk). Schools must take appropriate action to safeguard all children and where necessary, refer the matter to the LA, where a child is determined to be missing. This may necessitate the involvement of Social Care and/or the police.

3.10. Absence Data

At Royal Greenwich Trust School, we use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education daily (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully so that the relevant support systems can be implemented in a timely manner.

We share information and work collaboratively with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

4. Links to Legislation and Guidance Document

This policy meets the requirements of the school attendance guidance from the Department of 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:

- School attendance: Guidance for maintained schools, academies, independent schools and local authorities (August 2024)
- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

4.1. Relevant Internal Policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

See Appendix 2 for policy link and useful documents

5. Roles and Responsibilities

5.1. School Committee

It is the responsibility of the School Committee to:

- monitor attendance figures for the whole school on a termly basis.
- holds the Headteacher to account for the implementation of this policy.

5.2. Headteacher / Head of School

It is the responsibility of the Headteacher/Head of School to:

- ensure the implementation of this policy at the school
- monitor school-level absence data and report it to relevant parties

5.3. Assistant Headteacher – Safeguarding and Attendance

It is the responsibility of the Assistant Headteacher Safeguarding and Attendance to:

- be the attendance champion for the school
- implement the attendance policy at the school
- implement the school's attendance strategy ensuring that all evidence and actions are recorded and followed up in line with each staged approach
- Ensure that all safeguarding attendance procedures are followed

- To liaise with schools safeguarding and pastoral teams on all attendance matters and where necessary implement actions to support students and families.
- Liaise with the Local Authority, ensuring all borough policies are implemented
- Analyse attendance data looking at trends and patterns to celebrate students with good attendance, and support in the raising of attendance for those whose attendance falls short of the school, borough and national expectations.
- Monitor school-level absence data and share this with the Senior Leadership team, the Pastoral team and relevant staff and/or external agencies to support students.

5.4. Assistant Headteacher – Year Link

It is the responsibility of the Assistant Headteacher – Year Link to:

- support the Year they are linked with attendance and punctuality as directed by the Lead Attendance Champion – Assistant Headteacher for Safeguarding and Attendance.
- lead in the implementation of the attendance and punctuality policy for their year group.
- implement the school's attendance and punctuality strategy for their year group ensuring that all evidence and actions are recorded and followed up in line with each staged approach.
- ensure that all safeguarding attendance and punctuality procedures are followed in their year group
- liaise with schools safeguarding and pastoral teams on all attendance and punctuality matters for their year group, and where necessary implement actions to support students and families.
- Implement the outcomes from the analysis of data for their year group, looking at trends and patterns to celebrate students with good attendance, and support in the raising of attendance for those whose attendance falls short of the school, borough and national expectations.
- monitor the absence and punctuality data for the Senior Leadership team, the Pastoral team and relevant staff and/or external agencies to support students.

5.5. Student Services Manager

It is the responsibility of the Student Services Manager to lead the attendance team to:

- carry out attendance and punctuality tasks as directed by the Senior Leadership Team and/or Lead Attendance Champion - the Assistant Headteacher Safeguarding and Attendance
- support the recording and follow up on students who are late to school
- lead the attendance team in the implementation of FDC protocols and follow ups
- submit biweekly, a vacancy returns to the Senior Leadership Team
- lead on the coordination of education for students who have long-term medical absences

5.6. Attendance Officer

It is the responsibility of the Attendance Officer to:

- ensure all registers are received daily for all lessons (Tutor registers and Periods 1 to 6)
- produce a fire evacuation report daily by 10am, ensuring all students are accounted for
- collate all absence information from parent/carers via phone call, voicemail, email, school comms text messages and ensure registers are updated accordingly
- contact parents/carers for absences where no reason has been provided and/or further contact needs to be made following the reason provided (first day calling). Where attempts

to make contact have been unsuccessful, for an email/text to be sent to the parent/carer by 4pm on the day.

- ensure the daily attendance tracker is completed and shared by 10am with the Senior Leadership Team, Heads of Year and relevant staff, with updates shared by 4pm.
- share the FDC report with the Senior Leadership Team daily, by 4pm.

5.7. Head of Year

It is the responsibility of the Head of Year to:

- lead in the implementation of the attendance and punctuality policy for their year group.
- lead on the attendance and punctuality strategy for their year group as directed by the Lead Attendance Champion – Assistant Headteacher for Safeguarding and Attendance and/or Senior Leadership team.
- implement the school's attendance and punctuality strategy for their year group ensuring that all evidence and actions are recorded and followed up in line with each staged approach.
- ensure that all safeguarding attendance and punctuality procedures are followed in their year group
- liaise with schools safeguarding and pastoral teams on all attendance and punctuality matters for their year group, and where necessary implement actions to support students and families.
- implement the outcomes from the analysis of data for their year group, looking at trends and patterns to celebrate students with good attendance, and support in the raising of attendance for those whose attendance falls short of the school, borough and national expectations.
- monitor the absence and punctuality data for the Senior Leadership team, the Pastoral team and relevant staff and/or external agencies to support students.
- follow up on the daily FDC reports, making sure all directed actions for their year group is actioned in a timely manner.
- ensure the registers are promptly and accurately taken for their year group daily

5.8. Form Tutor and Subject Teachers – Taking the Register

It is the responsibility of form tutors and subject teachers to:

- record attendance daily, using the correct codes, and submitting this information using the school's MIS for attendance and punctuality.
- ensure the register is submitted within the first ten minutes of all lessons.
- ensure students who arrive after the register has been submitted are recorded correctly.
- send out oncall message if a student has been marked present earlier on in the day and is absent from their lesson.
- collect a paper register if the school's MIS for attendance and punctuality is not available, and for the paper register to be sent to attendance officer within the first 15 minutes of the lesson/session.

See Appendix 1 for staff guidance notes on taking registers and updating registers in the day

5.9. Administration and Support Staff

It is the responsibility of the school (admin/office) staff to:

- share any absence communication from parent/carers via the main school office with the attendance officer/team.

5.10. Parents and Carers

It is the responsibility of parents and carers to:

- encourage their child to attend school in line with the school's expectations, maintaining a 97% or higher attendance average throughout the school year.
- ensure their child leaves home in time to arrive to school by 8:35am.
- communicate with the school on each day of absence of their child by 8am. If they fail to do so, they will receive a call from the attendance officer/team. Where the 1st priority is not available, attempts will be made to contact all other named contacts on their child's profile.
- notify the school if you are aware that the student will be late to school and providing reasons
- where possible, make medical appointments out of school hours to minimise the learning time lost by their child. An appointment card or hospital letter should be brought into school and given to the attendance officer where a pupil has to attend a medical appointment during school time.
- provide medical evidence if a student is absent due to illness for five consecutive days or more.
- not, except with prior permission, keep their child away from school for anything other than illness.
- not book holidays in term time. The School does not authorise holidays taken during school time.
- request a planned absence by completing a leave of absence form and submitting it to the attendance officer/team for the attention of the Headteacher. This should be done at least two weeks prior to the planned absence.
- attend any meetings that may be arranged by the Student Services Manager, attendance officer/team, a member of the Senior Leadership Team staff or the Attendance Advisory Service to discuss any attendance concerns.
- Contact the Student Services team as soon as you become aware of any concerns, issues or problems that is preventing your child from attending or being punctual to school.

6. Recording Attendance

6.1. Attendance Register

By law, all schools are required to keep an attendance register and all students must be placed on this register. The attendance register is taken at the start of the first session (AM registration) and for the second session after lunch (PM registration). Registers are also taken during each lesson and monitored. Registers will mark in accordance with government guidelines.
Refer to Appendix 3 for the list of attendance marks.

Any amendments made to the register codes is automatically saved by our MIS system and noted by the relevant member of staff.

The attendance register is taken by the form tutor for AM sessions and by the Period 5 teacher / tutor for PM session. Refer to Appendix 3 for the list of attendance marks.

It is the responsibility of the member of staff taking the register to ensure that registers are completed accurately using the attendance and punctuality MIS. Please see Appendix 1 for guidance notes provided to staff and further information on how to update registers during the school day.

6.2. Unplanned Absence

It is the responsibility of the parent/carer to report their child's absence providing the reason for the absence for each day that their child is not in school. The absences can be reported via the contact details below, and by 8am on the day.

- Phone:
- KS3 & 4 (Years 7 to Year 11) – 0208 312 5480 ext. 513
- KS5 (Year 12 and Year 13) – 0208 312 5480 ext. 522
- Email: rgtsattendance@rgtrustschool.net
- By hand – school reception or Student Services Office

6.3. Planned Absence

If the absence is for an extended period, then an advance request should be given requested in writing to the attendance officer/team to ensure an appropriate response is provided before the commencement of the absence.

If the parent/carer is applying for a leave of absence, then they must do so via a leave of absence application form followed up by a letter to be considered for authorisation by the Headteacher.

6.4. Absences in School During the School Day

Registers for each period are completed by the subject teacher. The attendance officer ensures that all registers are completed accurately. During the register being taken, if a student marked as present earlier on in the day is absent from the lesson, the teacher will send an on-call message to that effect. The 'on-call' team on receiving the message will locate the student.

6.5. School Trips

The attendance team should be given prior notice of any trips that take place which require students to be off site. The following information must be included:

- Date and time of departure
- Location departing from
- Return time
- Location returning to

The teacher overseeing their class trip must provide a register to the attendance team before leaving site.

6.6. Following-Up Absences

- Where any child we expect to attend school does not attend, or stops attending, the school will:
- Follow up on their absence with their parent/carer to ascertain the reason and where appropriate request further information in writing
- Ensure proper safeguarding action is taken where necessary, including conducting a home visit if needed.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use

- ensure where a student is to be taken off roll, the correct off rolling procedures are adhered to and evidence obtained where necessary.

6.7. Child Missing in Education (CME)

A child missing in education (CME) is defined by the DfE as 'a child of compulsory school age who is not registered at a school and is not receiving suitable education or who has been out of an educational provision for a substantial period of time'. A child is of compulsory school age until the last Friday of June in the school year when they reach 16 years of age. Further guidance notes are provided for Sixth Form Students and those at risk of NEET (not in education, employment, training). When the whereabouts of a child is unclear or unknown, the school will conduct a home visit. If contact is not made, the student's whereabout will be escalated to the police for a welfare check.

6.8. Elective Home Education (EHE)

Elective Home Education (EHE) is described by the DfE as 'a choice by parents to provide education for their children at home instead of sending them to school full time'. Where a parent/carer has notified the school in writing that they wish to home educate, the following procedure must be followed:

• The Assistant Headteacher for Safeguarding and Attendance will apply to the EHE team at the borough for the consideration of the EHE request.
• The EHE team from the borough will communicate with the parent.
• The EHE team will inform the school if the application is successful or otherwise. If it is successful, the EHE team will direct the school regarding when the off rolling should take effect from and the use of any relevant code if needed.

Please see Appendix 5 for further information on CME and EHE procedures.

6.9. Persistent Absence

A student is considered a persistent absentee if their attendance falls below 90%. This can result in a penalty notice or court action being advised by the Attendance Advisory Service.

The attendance champion will lead the attendance and pastoral teams to support students whose attendance fall under the persistent absence category. See Appendix 8 for the details of how this is implemented.

6.10. Home Visits

Where a student has had 3 consecutive days of non-attendance with no reason provided, a home visit will be conducted. If contact is not made during the home visit, the absence will be referred to the police for a welfare check via our Schools Police Support Officer.

If needed, a home visit will be conducted on the 1st day of absence for a student if there are significant safeguarding concerns regarding the student.

The outcome of the home visit will be recorded in the Vulnerable Student Index (VSI) and the school's MIS for safeguarding.

6.11. Legal Sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.
Penalty notices can be issued by a headteacher, local authority officer or the police.
See Appendix 8 for further details on the issuance of penalty notices

The decision on whether to issue a penalty notice may consider:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

6.12. Welfare Checks

Students who are absent from school for short to long term medical reasons will be checked up on frequently to support their education and well-being. This will include:

- a minimum of two phone calls per week
- a minimum of one home visit per week

7. Procedures & Processes

7.1. Attendance and Punctuality Strategy

Our main aim is to celebrate students with good attendance while supporting those with low and persistent absence to improve their attendance. At Royal Greenwich Trust School, we implement a clear staged approach in managing our attendance. See Appendix 8 for further details on how this is done.

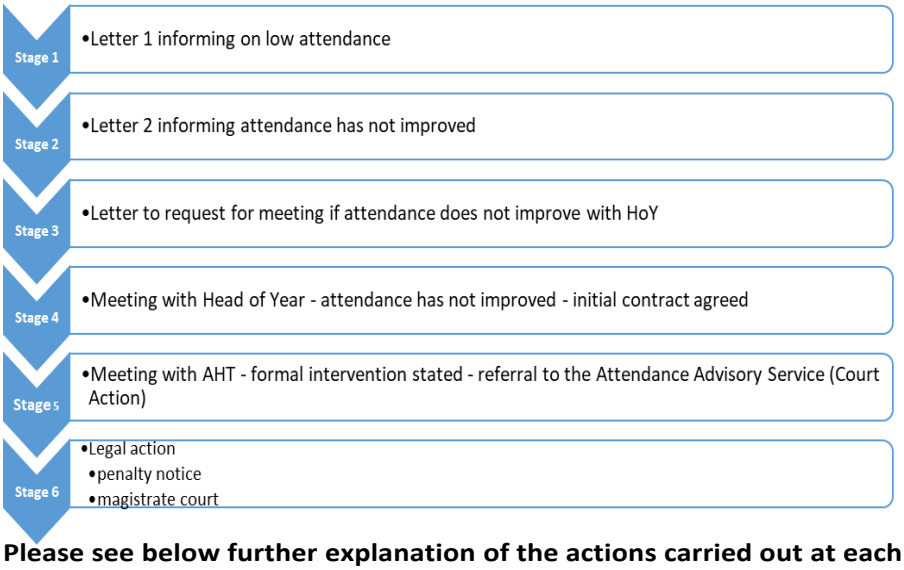
In summary, the strategy incorporates the following:

- Weekly
  - students with a 100% attendance are celebrated during their year group assembly.
  - a league table showing the weekly average attendance per tutor group is celebrated in assembly.
  - a league table showing the total number of lates per tutor group is celebrated in assembly.
- Termly
  - Celebratory letters are sent home for students with good attendance – 97% and above.
- Cycles – minimum duration of 5 weeks
  - analysis of attendance is used to identify students whose attendance is below the school's expectation – initially below 90%. Letters are sent home to inform parents/carers of their child's attendance. Students identified are monitored periodically per cycle with three possible outcomes:
    - student attendance improves significantly – parent/carer is informed of their child's improvement
    - student attendance improves marginally – parent/carer is informed of their child's improvement, and that they are going to be continued to be monitored.

- student attendance has not improved – parent/care is informed of their child's attendance and that they are being moved onto the next stage of the support strategy.

Where a student's attendance is persistently low irrespective of the support put in place, they will be referred to the Attendance Advisory Service which might include penalty notices or court action.

A summary of the staged support is provided below:



Please see below further explanation of the actions carried out at each stage:

Stage 1 – Useful information provided to parent/carers regarding the importance of attendance, schools expectations and relevant staff and contact information.

Stage 2 – highlights the attendance concerns raised after the first few weeks of a new academic year and where an immediate improvement needs to be made because of authorised or unauthorised absences. This is highlighted early in the year as all students are expected to attend every day, especially after an extended summer break and the crucial start of the new academic year. Concerns are raised early on so an improvement can be made to avoid a student's attendance family below 90% (persistent absentee) which may result in an immediate referral to the Local Authority.

Stage 3 – prior to a parent meeting with the Student Services Manager where an improvement has not been made, this stage specifically focuses on the welfare reasons for non-attendance. A welfare session is organised between the student and Student Services Manager exploring any issues or concerns the student may have which prevents them from attending. An individual improvement plan is also devised. Information is also obtained from the student's subject teachers regarding their lesson progress. All information collated above is shared with the parent/carer at the meeting who will also be advised to sign an attendance agreement. It may also be decided, at the discretion of the Student Services Manager, whether any further absences are to be supported by medical evidence for an absence relating to illness where appropriate. Other safeguarding or pastoral concerns will also be discussed and where appropriate will look at external support within the borough, such as, counselling support, school nurse referral for ongoing medical issues or an Early Help Referral.

Stage 4 – where support and actions have been put in place at the previous stages and there continues to be no improvement in a student's attendance, a further meeting is arranged with the Head of Year and if required, the Key Stage Lead. The Student Services Manager will present the case so far to the attendance panel outlining the actions and the concerns raised. At the meeting, a further detail review plan is put in place with clear outlines of actions set by the Student Services Manager and Head of Year including an end date of review. Parent/carer will be formally given notice that if there are further absences and no improvement in attendance, then the case will be referred to the Local Authority and the parent/carer will be officially notified via letter.

Stage 5 – At this stage, where all avenues of support and interventions have been exhausted, a referral alongside RGTS case notes of all the above actions at each stage is provided to the Attendance Advisory Service who will now take further legal action and begin court proceedings. Contact regards to attendance will be made by the Local Authority of their intentions and subsequent court proceedings process that will take place.

Stage 6 – Attendance Advisory Service initiate legal proceedings.

8. Attendance Rewards

For each student, that receives 100% attendance each week, their name will be drawn in a raffle for a prize for their specific year group.

Tutor group with the overall best attendance per year group will be celebrated during the end of term reward assembly.

All students who achieve 100% attendance at the end of each term will receive a letter home to celebrate their achievement.

At the end of the year assembly, individual students with 100% attended and presented with a special award and certificate.

9. Punctuality Monitoring

All students are expected to arrive on time for Tutor time where AM registration will take place.

- KS3 and KS4 – 8:35am
- KS5 – 8:55am

If a child arrives late to school between 8:35am and 9:10am, their name will be taken down at the gate and they will be issued with a late mark.

If a child arrives to school after 9:10am, they will be issued with a U code and given a late slip to be taken to the class teacher.

A late register report is provided daily to the behaviour team who oversee detentions for punctuality. Students issued with a late mark or U code who do have a legitimate/valid reason for being late will be issued with a detention and parent/carer informed.

Parent/Carers are notified each day of their child's lateness via school comms text messaging service and where appropriate a follow up letter is sent or phone call made.

10. Admissions and Off Rolling

10.1. Admissions Team – London Borough of Greenwich

The school is required to inform the admission team who liaise with the CME team when students who have been put on roll five days from their entry date at a non-standard transition point. The Local Authority is also informed of students who have been taken off roll alongside notifying the CME team of students not in education.

10.2. Off Rolling Procedures at Royal Greenwich Trust School

All the procedures detailed above must be considered before a student is taken off roll and must have direct authorisation from the Headteacher before proceeding.

10.3. Fair Access Protocols (FAP) – Students in Non-Attendance

The purpose of FAP is to ensure that students outside of the admissions process, or unplaced students, particularly in relation to vulnerable students, are placed in an educational placement as soon as possible so that children not in education is kept to a minimum.

11. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum biennially by the Assistant Headteacher for Safeguarding and Attendance. At every review, the policy will be approved by the school committee.

12. Appendices

12.1. Appendix 1: Register Guidance Notes

The register is a formal document which must always be completed by the class teacher or other appropriate adult.

All Registers must be taken within the first 10 minutes of morning registration and for Periods 1 to 6. Once you have taken your register

- Ensure that you have entered a mark for every student (marked present or absent)
- Remember to save your register.

If a student arrives late to registration or to your lesson:
- Please amend the register to 'L'.
- Only use codes: / - am, \ - pm, L – late, N - absent
- Do not overwrite any pre-entered codes on the register

The attendance and punctuality MIS emails staff if their register is not taken and/or is incomplete. It is the responsibility of a member of staff to ensure their register is taken correctly and in full. Please prioritise your response to this reminder or email the attendance team directly if you are experiencing any issues.

Do not allow any student not on your register to remain in your classroom unless prior notice has been given by a member of staff as to why this should be the case. If you do not know where they are supposed to be, send them to Student Services Reception with a note so that the situation can be rectified immediately.

Paper Registers - In the event of you needing to use a paper register due to IT issues or when covering a session where you cannot access the register from SIMS, please ask a student to collect a paper register from Student Services. It is a basic professional expectation that registers are taken in a timely and accurate manner in addition to being a safeguarding requirement. To support the timely and accurate taking of registers, subject leaders will discuss any concerns about registers with individuals within their team. If the issue cannot be resolved or is recurring, and there are no technical issues, the matter will have to be escalated as there is a duty of care.

Medical Conditions/Illness:

• Student unwell during lesson - A message should be sent to the on-call team if a student needs to leave your lesson due to being unwell so that they can be collected and supported.

• Students with medical passes – A message should be sent to the on-call team for a member of staff to come and collect the student. Unless the medical pass states that the student can be allowed to attend student services unsupervised.

Toilet breaks:
Students are to be supported us follows:
Orange toilet pass – staff should send a message to the oncall team for the student to be collected.
Green toilet pass – students should be allowed to leave to use the toilet by Student Services.

12.2. Appendix 2: Links to Legislation and Guidance Documents

This document is drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- School attendance: Guidance for maintained schools, academies, independent schools and local authorities (August 2024)
- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

Useful Documents

DfE guidance on children missing in education:
https://www.gov.uk/government/publications/children-missing-education

DfE guidance on elective home education:
https://www.gov.uk/government/publications/elective-home-education

DfE Safeguarding guidance – Keeping children safe in education 2019:
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

London Borough of Greenwich – CME information

https://www.royalgreenwich.gov.uk/info/200284/absence_from_school/1042/report_a_child_missing_education

London Borough of Greenwich – EHE information:
https://www.royalgreenwich.gov.uk/info/200280/education_schools_and_nurseries/1043/elective_home_education

London Borough of Greenwich – support for children, parents and carers:
https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/home.page

12.3. Appendix 3: Attendance Codes

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

Present

Code	Notes
/ \	**Present** (AM and PM)
L	**Late** Absent at time register started but present before register is closed.
B	**Other approved education activity** NOTE: These are activities not covered by K, P, V or W and the activity has to be of an educational nature and the school maintains responsibilities for ensuring safeguarding and welfare. *Examples include transition days or attending courses at college*
K	**Attending education provision arranged by a local authority** NOTE: this is not arranged by the school and the nature of the provision (e.g. college) must be recorded.
P	**Participating in a sporting activity** NOTE: the activity has to be of an educational nature and the school maintains responsibilities for ensuring safeguarding and welfare.
V	**Educational visit organised by the school** NOTE: the event must be supervised by a member of school staff
W	**Work experience** NOTE: the activity has to be of an educational nature and the school maintains responsibilities for ensuring safeguarding and welfare.

Authorised Absence

Code	Notes
C	**Exceptional circumstances** NOTE: Leisure and recreation would not constitute an exceptional circumstance
C1	**Regulated performance or regulated employment abroad** NOTE: Any license should be used to confirm the leave of absence dates where possible.
C2	**Part-time timetable** NOTE: Refer to paragraphs 65-70 of guidance for eligibility. Do not use this code for someone who is dual registered.
E	**Suspended or permanent excluded** NOTE: No alternative provision has been made for those permanently excluded
I	**Illness** NOTE: covers both mental and physical health and evidence should only be requested in cases where there is genuine and reasonable doubt or for code accuracy
J1	**Attend an interview (employment / admissions)** NOTE: previously this had been code J and had counted towards present sessions. J1 is counted as an authorised absence.
M	**Attend a medical or dental appointment** NOTE: If a pupil leaves after being marked present, no absence needs to be recorded
R	**Religious observance** NOTE: if religious observance is a set timeframe and parents ask for more then the additional days should be coded as 'C'.
S	**Study leave** NOTE: Study leave should not be granted by default once teaching of the exam syllabus is complete
T	**Parent travelling for occupational purposes** NOTE: this was previously coded as Gypsy, Roma and Traveller absence and proof should only be sought if there is genuine and reasonable doubt over the reason given

Unauthorised Absence

Code	Notes
G	**Holiday not granted**
N	**Reason not yet established** NOTE: Code N should be entered for no more than 5 days, after which it should become an O code.
O	**Other or unknown circumstances**
U	**Arrived after the registration session closed**

Session Exclusion Codes

Code	Notes
D	**Dual registered** *Examples include where a pupil is at a PRU, a hospital school or a special school on a temporary basis*
Q	**Lack of access arrangements** NOTE: can only be used where the LA has a legal duty to provide home to school transport and has not done so.
X	**Non-compulsory school age pupil not required to attend school**
Y1	**Transport not being available**. NOTE: the pupil must not live within walking distance (2 or 3 miles depending on age) and transport must be either provided by the school or local authority
Y2	**Widespread disruption to travel** NOTE: Disruption caused by a local, national or international emergency.

Y3	**Partial school being closed**
Y4	**Whole school being closed** *Examples include adverse weather conditions*
Y5	**Criminal justice detention** NOTE: Includes police and youth detention, awaiting trial or sentencing or has been sentenced to detention
Y6	**Public health guidance** Note: the pupil should be well enough to attend but guidance prevents them
Y7	**Any other unavoidable cause** NOTE: the cause must affect the pupil and not the parent e.g. pupil bail condition
Z	**Prospective pupil not on admission register**
#	**Planned whole school closure**

Historic Codes (no longer in use from September 2024)

Code	Notes
H	**Holiday granted**
J	**Attending an interview** NOTE: replaced by J1 and no longer counted towards present sessions

12.4. Appendix 4: First Calling Procedures

Daily action

Phase	Time	Actions
All	8am	Collect all absence messages via phone call, voicemail, email or school comms text messages.
All	9:10am	Chase up missing tutor registers and input attendance from paper registers. Update late list on MIS, ensure all students receive an attendance mark. Missing registers/marks is followed up.
All	9:20am	Chase up missing period 1 registers to verify attendance for all students.
All	9:30am	Unauthorised absence comms sent Fire registers printed FDC and absence calls started for students with missing reasons and/or needing follow up calls on reasons.
All	10:00am	Late to school comms sent.
All	10:00am	Home visits initiated
All	10:00am	Daily attendance tracker updated and shared with SLT and HoY.
All	9:00am – 12:50pm	Follow up on lesson registers and inventory, flagging up any missing students to 'on call' team to verify their whereabouts.
All	12.50pm – 1.30pm	Ensure all students receive a PM registration mark.
All	2:00pm	Send 2nd school comms text message the parents/carers of absent students.

All	3:35pm – 3:45pm	FDC validation process – attendance team – AHT, AO and SSM
All	3:45pm	FDC and daily attendance tracker shared with SLT and HoY
All	3:50pm	School comms text message sent to uncontactable parents/carers of absent students.

First day calling – coding system on MIS
Attendance team receiving or making absence calls use a coding system on the attendance and punctuality MIS which enables a consistent approach to logging reasons for absences.

ACTION		PERSON		Specific Reason	Time	Staff Initials
CODE	DEFINITION	CODE	DEFINITION			
CI	Call In	M	Mum	Note down specific reasons for absences e.g. 'sore throat' rather than 'not well'. If GP advice has been sought, please give details e.g. Dr advised to stay home for 2 days – sick note received.	If calls are made out – note the time of call for all entries	Staff inputting information to add their initials for future reference at the start of the absence entry
CIM	Call In Message	D	Dad			
CO	Call Out	SM	Step-Mum			
EI	Email In	SD	Stepdad			
EO	Email Out	MP	Mum's partner			
SC	School Comms	DP	Dad's partner			
		GM	Grandmother			
		GF	Grandfather			
		OB	Older Brother			
		OS	Older Sister			
		O	Other - specify			

Confidential or sensitive reasons for absences is omitted from SIMS and is recorded as 'see FDC log for further information' or 'CPOMS updated, and DSL informed'.

Example of entry on flagging system on SIMS:

Name	Code System (attached to flag on AM registration column on SIMS)
John Smith	ANE – CO M at 10.32am – no answer
George Smith	ANE – CO D – stomach-ache
Andrew Smith	ANE – SC – high temp

CME Referral:
After all protocols have been followed and there are no further avenues to explore in engaging with student or parent/carer, then a CME referral is sent to the CME team. The CME referral form must be sent to the local authority where the student resides in. For Greenwich students, a form is emailed to children-missing-education@royalgreenwich.gov.uk

Students are to remain on roll until further confirmation is provided by the CME team or the Attendance Advisory Service.

For school refusers or students with ongoing attendance issues, a CME referral is not required here. For students with long periods of absence that is known, further avenues of support should be considered, such as: CAMHS, Early Help, LA Mental Health Support, Parenting Programs, Social Care referrals (MASH, MARF, CP Conference reports), medical or counselling support, SEND support etc.

A CME referral may also be sent where the student is not only missing from education but also missing from the home, which can also be under investigation by the police as well as the local authority.

CME Procedures – Sixth Form Students

Referring to the DfE's description of 'compulsory school age', all students however are expected to do the following until they are 18 years old:

- Stay in full time education at a Sixth Form or College
- Start an Apprenticeship or Traineeship
- Spend 20 hours or more a week volunteering, while in part time education or training

CME procedures will still take place as above to ensure duty of care and all safeguarding protocols are followed for all students not attending. Where a student has refused to attend and attempts have been made by staff to engage the student with education, then an off-roll letter is sent under the authorisation of the Head. A CME referral will be sent to the student catchment area to highlight students, and the local authority is updated annually of students at risk of NEET.

12.5. Appendix 5: Elective Home Education – Procedures and Referrals

Elective Home Education (EHE) is described by the DfE as 'a choice by parents to provide education for their children at home instead of sending them to school full time'.

Where a parent/carer has notified the school that they wish to home educate:

- Attendance Officer to obtain reason to home educate, possibly discuss any further underlying issues
- Attendance Officer to notify Assistant Headteacher for Safeguarding and Attendance to arrange meeting with parent/carers.
- Attempts should be made by staff involved to explore and resolve any issues and engage student back into education
- Where parent/carer continues cannot be convinced to change their decision, the school must obtain a written confirmation from the parent/carers.
- Declaration letter and EHE referral form are sent to the Local Authority.
- Once confirmed EHE team, they will advise for the student to be taken off roll and confirmation letter sent to parent/carer.

12.6. Appendix 6: DfE Guidance Summary Table of Responsibilities for School Attendance

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance___applies_from_19_August_2024_.pdf

All pupils

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

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. 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. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. 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.

Persistently absent pupils

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

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: 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. 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.

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.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. 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. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. 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.

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. 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. 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. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Through the work of Virtual School Heads, they should: • 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. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

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:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. 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. 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.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	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. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • 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. • 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. • 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. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	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. 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. 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. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. 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. 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.

DfE external document template (childrenscommissioner.gov.uk)

12.7. Appendix 7: School Times

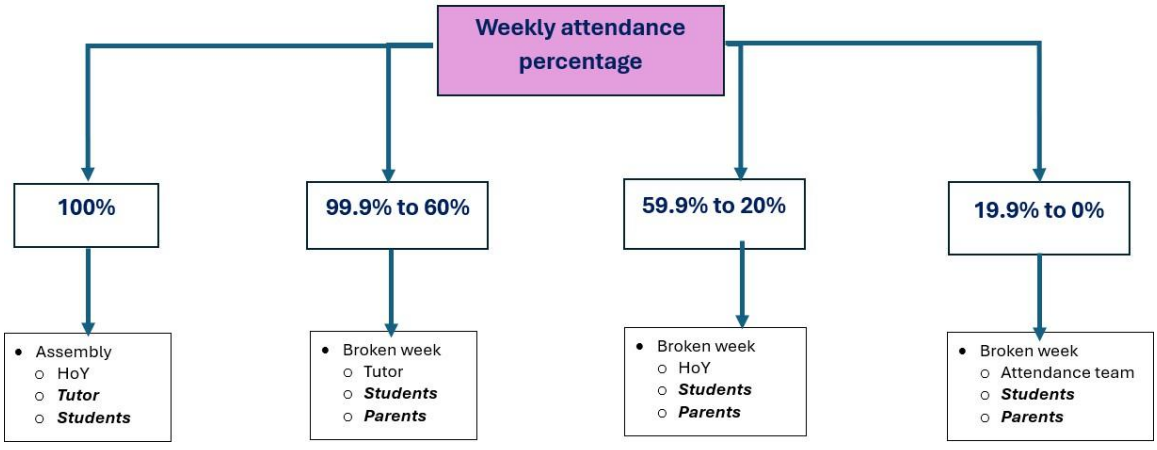
Years 7, 10 and 11	
Arrival	**8:35am**
Tutor Time	8:40 - 9:00am
Period 1	9:00 - 9:55am
Period 2	9:55 - 10:50am
Break	**10:50 - 11:10am**
Period 3	11:10 - 12:00pm
Period 4	12:00 - 12:50pm
Lunch	**12:50 - 1:25pm**
Period 5	1:25 - 2:15pm
Period 6	2:15 - 3:10pm

Year 8 and Year 9	
Arrival	**8:35am**
Tutor Time	8:40 - 9:00am
Period 1	9:00 - 9:55am
Break	**9:55 - 10:15am**
Period 2	10:15 - 11:10am
Period 3	11:10 - 12:00pm
Lunch	**12:00 - 12:35pm**
Period 4	12:35 - 1:25pm
Period 5	1:25 - 2:15pm
Period 6	2:15 - 3:05pm

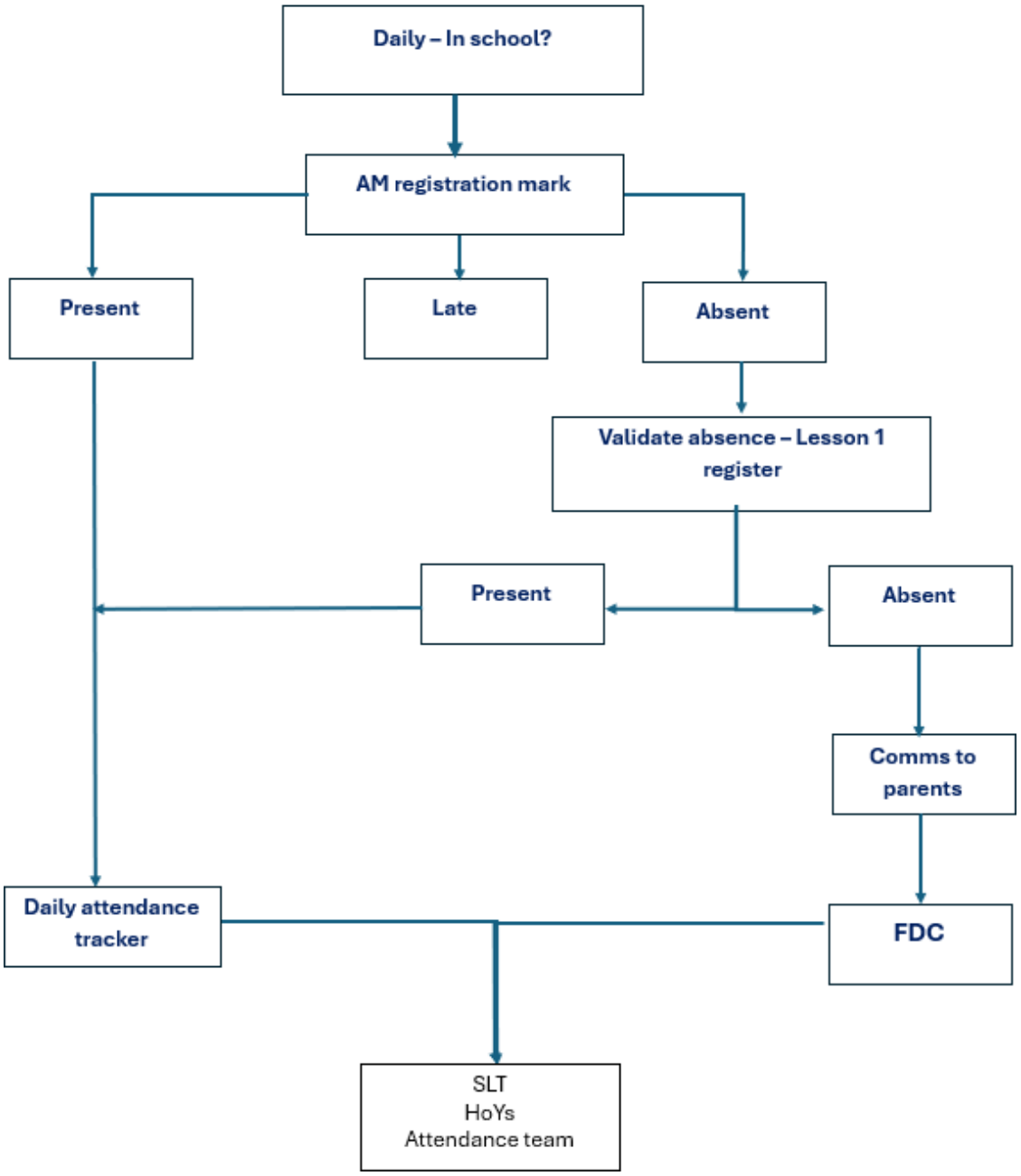
Year 12 and Year 13	
Arrival	**8:55am**
Period 1	9:00 - 9:55am
Break	**9:55 - 10:15am**
Period 2	10:15 - 11:10am
Period 3	11:10 - 12:00pm
Lunch	**12:00 - 12:35pm**
Period 4	12:35 - 1:25pm
Period 5	1:25 - 2:15pm
Period 6	2:15 - 3:05pm
Tutor Time	3:05 - 3:25pm

12.8. Appendix 8: Attendance and Punctuality Workflows

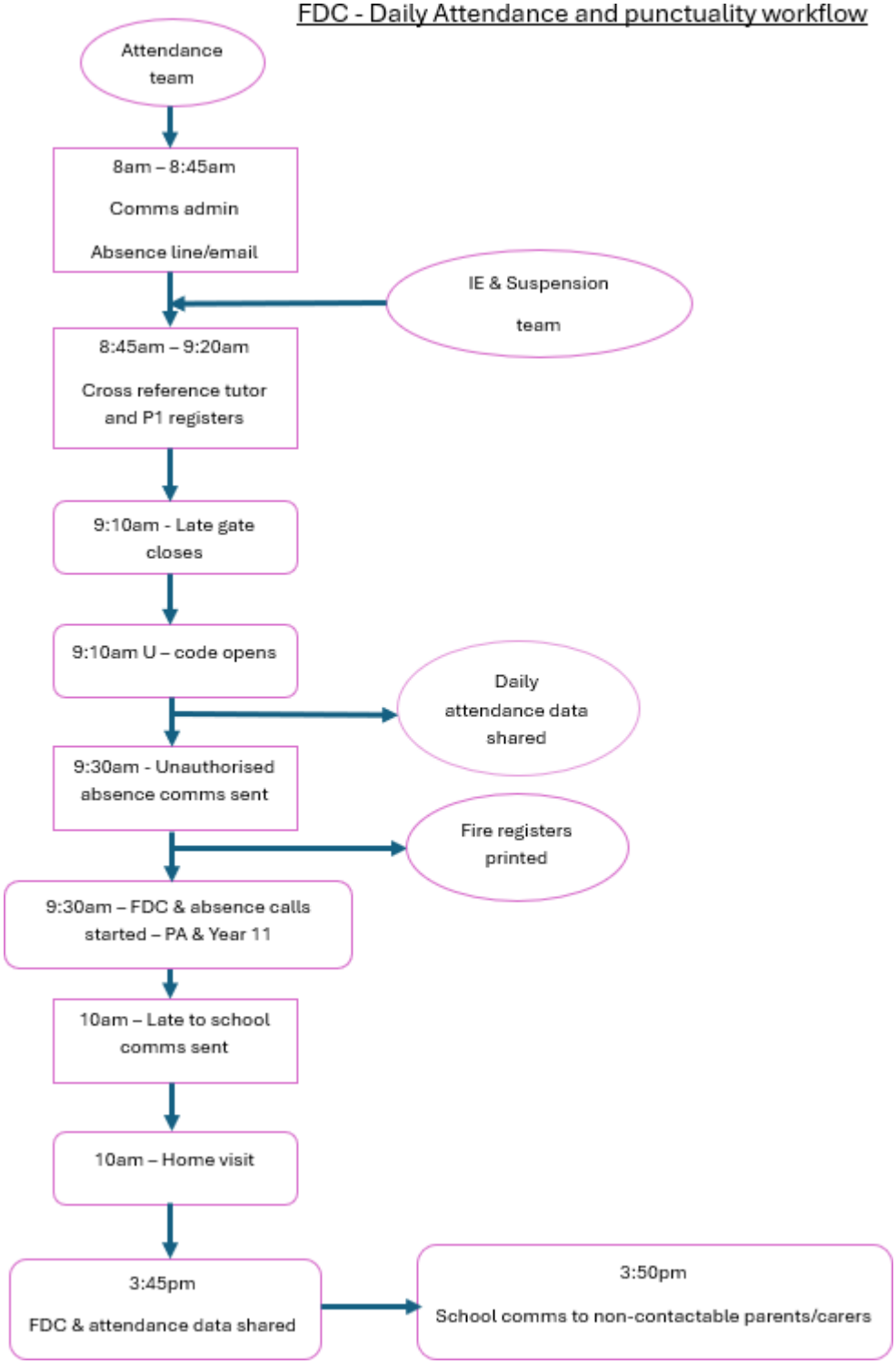
Attendance – Weekly intervention cycle workflow



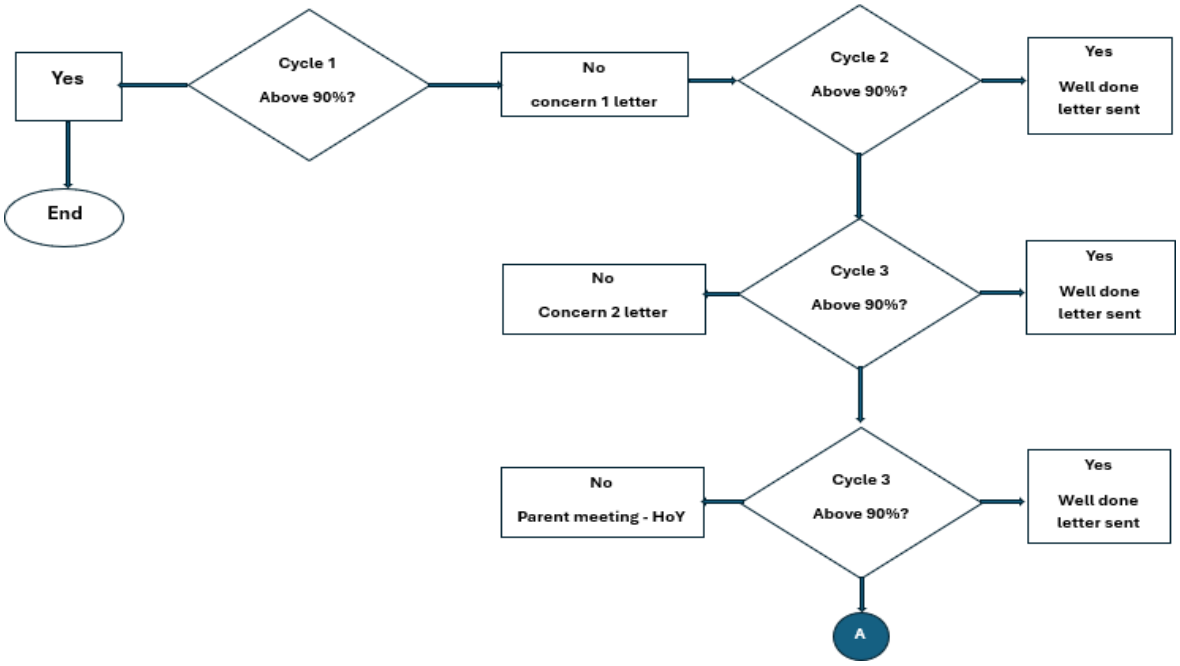
FDC - Daily Attendance and punctuality workflow

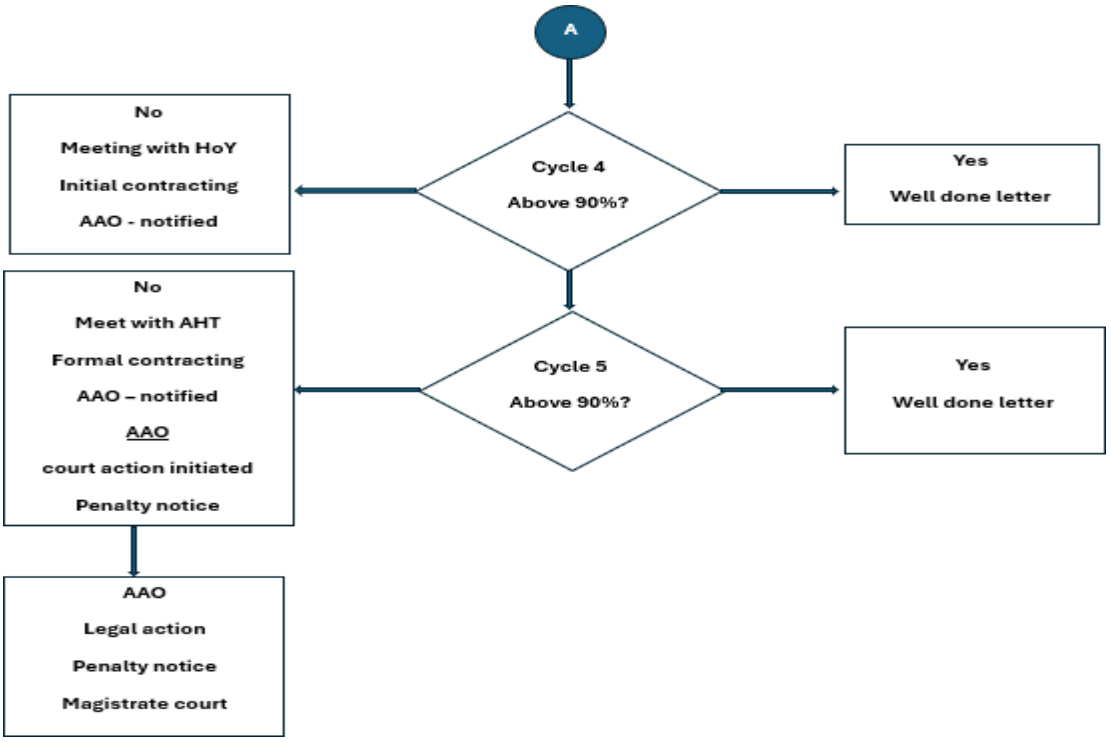


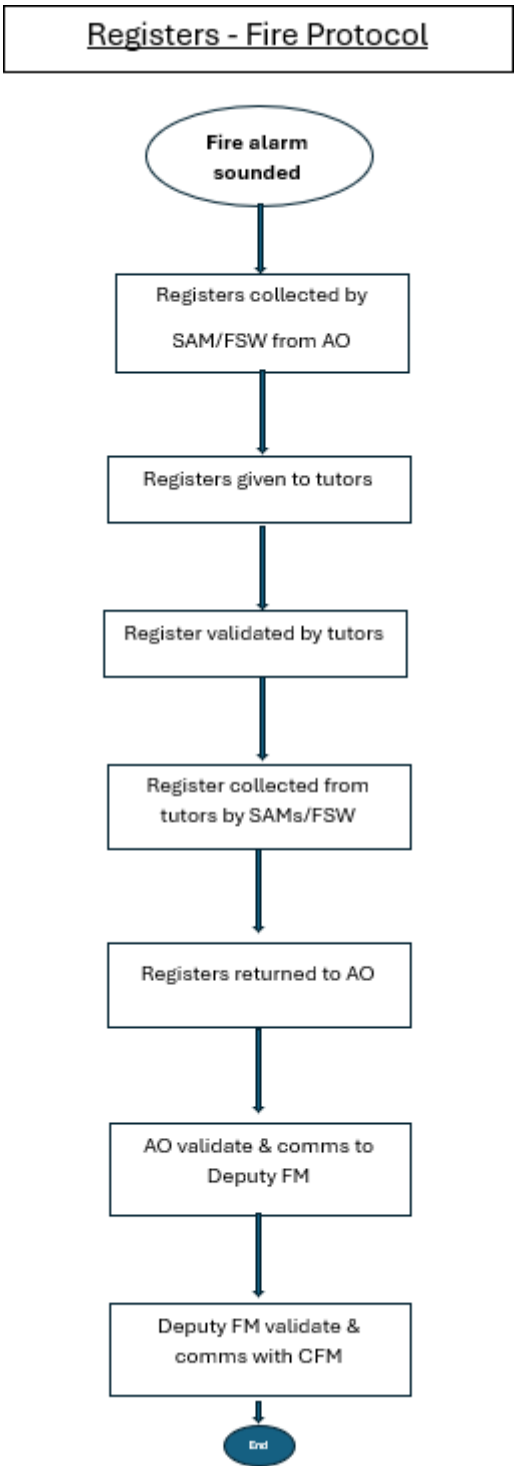
FDC - Daily Attendance and punctuality workflow



Attendance intervention cycles






Registers - Fire Protocol
Fire alarm sounded
Registers collected by SAM/FSW from AO
Registers given to tutors
Register validated by tutors
Register collected from tutors by SAMs/FSW
Registers returned to AO
AO validate & comms to Deputy FM
Deputy FM validate & comms with CFM
End

13. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____