



Alderman Bolton Primary Academy

Attendance Policy

Ratified: Jan 2024

Next Review Date: Jan 2025

Policy Responsibilities and Review

Policy Responsibilities and Review	School Policy
Guidance:	This policy is based on the recommendations of the non-statutory guidance “Working together to improve school attendance” in place from September 2022 and written with due regard to guidance documents and legislation as detailed in Appendix 2 where you will also find reading references.
Related policies:	This policy should be read alongside the following school policies: <ul style="list-style-type: none"> • Safeguarding policy • SEN policy • Behaviour policy
Review frequency:	Annually
Committee responsible:	N/A
Chair signature:	<i>D Proudfoot</i>
Changes in latest version:	Graduated Response Added – January 2024

Contents

1. Organisation and facilities	4
2. Rationale	4
3. Policy aims (based on DfE guidance and best practice)	4
4. Expected attendance and legalities	5
5. Roles and responsibilities	6
6. First day response and daily absence.....	6
7. Managing absence	6
8. Recording attendance and authorising absence	7
9. Requesting authorised absence	7
10. Promoting and incentivising good attendance	7
11. The use of data/tracking and monitoring of attendance.....	7
12. Strong Partnerships and working together.....	8
13. Training	8

14. Attendance protocols which form part of this policy	8
Protocol 1 - The School Day and Registration	9
Protocol 2 - Absence Managing Procedure	9
Protocol 3 – Daily Absence Procedures	10
Protocol 4 – Tiered Approach to Attendance	11
Protocol 5 – Praise and reward systems	12
Protocol 6 – Leave of absence forms.....	12
APPENDIX 1	13
APPENDIX 2:.....	14
DfE Guidance Documents	14
Legislation	14
Reading References & Research.....	15
APPENDIX 3:	17
APPENDIX 4: Graduated Response.....	18

1. Organisation and facilities

- 1.1. Securing good attendance is not seen in isolation. Warrington Primary Academy Trust's (WPAT's) effective practices for improvement involve close interaction with curriculum planning, positive behaviour, bullying prevention, safeguarding, special educational needs and medical needs support, mental health and wellbeing, and effective use of resources. WPAT's foundation for securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

2. Rationale

- 2.1. WPAT promotes the benefits of good attendance for all pupils. It sets and expects high standards of attendance for every pupil, communicates those expectations both clearly and consistently to pupils and parents/carers and systematically analyses their data to identify patterns to target their improvement efforts. We are committed to working together with children and parents to promote 100% attendance wherever possible.
- 2.2. For some pupils the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, WPAT and partners will work with pupils and parents/carers to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.
- 2.3. Improving and supporting attendance is the responsibility of everyone in school. We believe that good attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances.

3. Policy aims (based on DfE guidance and best practice)

- 3.1. We will ensure:
 - a culture of good attendance that reflects WPAT's guiding principle and core values and that is embedded and enacted in everything we do.
 - a named Trustee/Governor responsible for the attendance portfolio will be in place and knowledgeable about school attendance.
 - strong school leadership, where leaders are highly visible and ambitious attendance goals are set.
 - attendance and punctuality are set as a priority for all those associated with the school including Trustees, Governors, pupils, parents/carers and teachers.
 - an improved overall percentage of pupils at school.

- accurate admissions and attendance registers in place in all schools.
- there is a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
- a first day response in all schools as part of their robust daily response to absence.
- there is a dedicated senior leader responsible for attendance and championing and improving attendance.
- there is a Trust and school Data Manager who will provide training on attendance data management, supporting early identification and risk reduction for schools.
- there are monitoring reports for the Trust, Governor Committees, and schools.
- all school staff receive annual attendance training, and that attendance is part of school induction protocols.
- the Trust has a Strategic Lead for attendance who works with schools to improve attendance and is point of contact for advice and support.
- the WPAT Education Inclusion Hub supports the sharing of good practice for attendance across the Trust.
- each school has a Welfare Team in place and resources to support families at risk of poor attendance.
- work takes place with families to address the reasons for absence including in school barriers.
- vulnerable pupil groups including LAC, receive targeted and bespoke support plans.
- processes for engagement with Local Authority EWO Fast Track Prosecution services are in place.
- engagement with multi-agency professionals, early help assessment, whole family support, including special educational needs professionals.
- access to school resources in the first instance where there are out of school barriers for families.
- Children's Social Care are involved where there are safeguarding concerns and build support into attendance planning.

4. Expected attendance and legalities

- 4.1. 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.
- 4.2. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. 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.

5. Roles and responsibilities

5.1. Senior Leadership

- The Headteacher has overall responsibility for attendance in school. Each school within WPAT has a senior leader responsible for attendance. They will be the first point of contact should parents/carers have any concerns about their child's absence. The Senior Leader responsible for attendance in Alderman Bolton Primary Academy is Jo Egan.
- Responsibilities of the senior leader include championing and improving attendance in school, offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.

6. First day response and daily absence

- 6.1. School requires first day contact for a child's absence. The procedures for when first day contact is not received are recorded in the attendance protocols.
- 6.2. All other absences will be marked as unauthorised unless prior arrangement has been agreed with the Headteacher.
- 6.3. With regards to unexpected absence during term time, parents and carers should contact school daily during any absence. Absence should be reported by 9 am for each day of absence to the school office 01925 633262. This should clearly state the name of child, child's class, the name of the person reporting the absence and the reason why the child is absent. We have a dedicated messaging service to report absence. Parents should NOT use Class Dojo to report absences.

7. Managing absence

- 7.1. Attendance is reviewed by the school attendance officer.
- 7.2. Where absence persists and voluntary support is not working or is not being engaged, school will work together with families to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.
- 7.3. The school is supported by The Attendance Service at the Local Authority and will seek advice and representation from this service to assist in the monitoring of poor attendees. The service will formulate a plan of action with the school to improve pupil attendance and if necessary, can instigate legal proceeding through the fast-track process. Where all other avenues have been exhausted and support is not working or not being engaged with, attendance will be enforced through statutory intervention to protect the pupil's right to an education.

8. Recording attendance and authorising absence

- 8.1. Reasons for non-attendance should always be provided by parents/carers. If this is not the case the school will continue to contact parent/carer until a reason has been given.
- 8.2. WPAT have agreed with the Local Authority that the school will not authorise absence except for medical or illness or faith-based holiday. WPAT follows Local Authority guidelines and will not authorise any absence due to holiday unless exceptional circumstances can be proven. [Appendix 1](#)
- 8.3. School can request that any absence due to illness be verified with a doctor's appointment card or medical note if necessary. Detailed guidelines have been formulated and will be provided upon request.
- 8.4. Fixed codes for absence and attendance are used consistently throughout the school and are shared with parents/carers. [Appendix 3](#)

9. Requesting authorised absence

- 9.1. All other planned absences will be marked as unauthorised unless prior arrangement has been agreed with the Headteacher. Leave of absence forms can be found in the protocols.

10. Promoting and incentivising good attendance

- 10.1. WPAT aims to build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them. They will be provided with support, advice and guidance where required. We will establish an effective and efficient system of communication with pupils, parents/carers and appropriate agencies to provide mutual information, advice and support. We are committed to working together with children and parents to promote 100% attendance wherever possible.
- 10.2. WPAT visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or through curriculum content. This will be done sensitively and without discrimination and may also include praising and rewarding improvements in attendance at whole school, key stage, year group, class and individual level. Praise and rewards systems can be found in the protocols.
- 10.3. When a pupil has not attended school for a significant period, we will recognise the needs of the individual pupil and carefully plan re-integration.

11. The use of data/tracking and monitoring of attendance

- 11.1. The Department for Education, Local Authority and WPAT require schools to monitor and report the attendance levels of every pupil. One of the reasons for this is the strong statistical link between attendance and attainment. The higher a pupil's attendance, the higher their levels of achievement. WPAT seeks to ensure that all its pupils receive a full-time education which maximises opportunities for each pupil to realise their true potential.

- 11.2. WPAT will rigorously and proactively use attendance data to identify poor patterns of attendance at individual and cohort level as soon as possible so that all parties can work together to resolve them before they become entrenched.
- 11.3. WPAT's Data Manager will provide monitoring reports for Trust, Governor Committees, and schools.

12. Strong Partnerships and working together

- 12.1. WPAT will work collaboratively with external partners to identify and address the root causes of absence and remove barriers to attendance, at home, in school or more broadly. This work may include Early Help assessment, whole family planning and special educational needs assessment. It may also include working with Children's Social Care where there are safeguarding concerns. This support will be built into attendance planning.
- 12.2. Information will be shared with other schools in the area, Local Authorities, and other partners when absence is at risk of becoming persistent or severe.
- 12.3. Developing strong relationships and families will result in reduction in persistent and severe absence. These relationships will ensure families are supported to gain access to wider support services and will be provided with support to remove the barriers to attendance. When appropriate support will be formalised in conjunction with the local authority.

13. Training

- 13.1. All teaching and non-teaching staff will know the importance of good attendance, are consistent in their communication with pupils and parents/carers and receive the training and professional development they need. To ensure this happens all school staff will have received annual attendance training.
- 13.2. Information regarding attendance is part of school staff induction protocols.
- 13.3. The WPAT Education Inclusion Hub will support the sharing of good practice for attendance across the Trust.

14. Attendance protocols which form part of this policy

- 14.1. Alderman Bolton Primary Academy has the following protocols to support the implementation of this policy. The protocols are intended to support staff and parents/carers by providing guidance in procedures and are based on DfE best practice:

Number	School Protocols
1	The school day and registration
2	Absence managing procedure

3	Daily absence procedure
4	Tiered approach to attendance support
5	Praise and rewards systems
6	Leave of absence forms

Protocol 1 - The School Day and Registration

- The school day begins as follows:
Nursery 8.30AM
Class R & RA 8.45AM
Year 1 & Year 2 Classes 8.50AM
Year 3 and Year 4 Classes 8.50AM
Year 5 and Year 6 Classes 8.50AM
- Registration takes place as soon after arrival as is possible.
- A child will be marked late after registration, if their class teacher is unaware that they are in the building.
- The register will be left open in extreme bad weather, or if the child has been delayed by another member of staff on the premises.
- Registers must be in the school office by 9.00 am and will be officially "closed".
- Registration closes 15 minutes after the class start time, late arrivals will be noted in the school's late book. Children arriving after 9.30am will lose a mark for the morning session. This absence will be marked as unauthorised.
- A letter will be sent home if a child is late after registration closes on two or more days in the week.

Protocol 2 - Absence Managing Procedure

Every 6 weeks the following procedure is followed:

- Identify PA (90%) children and reason for absence
- Notice to improve letters will be sent to parents.
- If attendance has not improved within 6 weeks, the child will be referred to the Attendance Service at Warrington Authority who will write to parents.
- If attendance has still not improved within 6 weeks parents will be invited to a formal meeting with the school and the Attendance Service.
- A plan of action will be put in place to improve attendance which could result in prosecution if there is no significant improvement in attendance.
- If still PA after meeting with EWO Attendance Service a plan of action will be put in place to improve attendance, if there is no significant improvement in attendance you will receive a letter from EWO Attendance Service to inform of fast track prosecution.
- Attendance monitoring report to be completed identifying PA (90%) children and reasons for absence see appendix 6 as attached
- Beginning of a new term meeting with EWO Attendance Service to discuss attendance report and refer any pupils as required

Protocol 3 – Daily Absence Procedures

All late arrivals recorded on Inentry and details added to Arbor to complete the morning register by 09:30am	Class teachers/Office	Record on Arbor
All messages regarding pupil absence entered into Arbor by 09:30am at the latest	Office	Recorded on Arbor
For absent pupils with no message from parents/carers: Telephone call made to first contact on child's list and reason recorded on Arbor	Office	Recorded on Arbor
If no response from primary contact, telephone calls made to all contacts on list.	Office	Recorded on Arbor
If no contact has been made, a member of SLT to decide if any further potential contacts are known	Office/SLT	Recorded on Arbor
If on the Vulnerable Pupil list – Designated Safeguarding Lead to be informed who will attempt contact and inform social worker if allocated.	Office/Safeguarding Team	Recorded on CPOMS and then update Arbor if reason for absence is established.
Home visit made by 2 members of staff – attendance/safeguarding team plus another. If reason for absence is established, update records and reminder to carer of duty to inform school.	Safeguarding/Attendance Team	Recorded on CPOMS and then update Arbor if reason for absence is established.
If child is unaccounted for, given all range of hard and soft data available regarding the family (CPOMS), police welfare check requested via 101.	Safeguarding/Attendance Team	
Cases identified for discussion/referral to Attendance Officer, LA	Safeguarding/Attendance Team	Recorded on CPOMS and then update Arbor if reason for absence is established.

Protocol 4 – Tiered Approach to Attendance



Warrington Multi-Academy Trust Attendance Strategy “Children First, Resilience, Pioneering”

ref Summary responsibilities for Attendance DFE May 2022

1 Universal

Attendance policy on MAT Website

Develop attendance culture

Accurate admissions and attendance registers in place in all schools

All schools first day response as part of their robust daily response to absence

All schools have a dedicated senior leader responsible for attendance and championing and improving attendance

All school staff have received annual attendance training and attendance is referenced in school induction protocols

Governance named Trustee / Governor responsible for attendance portfolio in post

Trust Data Manager provides training on attendance data management supporting early identification and risk for schools

Data manager provides monitoring reports for Trust and school governance and reports at school and Trust level

Trust has an attendance strategic lead who works with schools to improve attendance and is point of contact for advice and support

Trust Education Inclusion Hub that supports sharing of good practice for attendance across the Trust

Termly challenge CEO discussion, and signpost or provide access to services for pupils who are persistently or severely absent

Termly challenge CEO discussion, and signpost or provide access to services for pupils who are persistently or severely absent



2 Targeted

School Welfare Teams support families at risk of poor attendance

Data management teams at school level are proactive in the use of data to identify pupils at risk of poor attendance

Work takes place with families to address the reasons for absence including in-school barriers. Where there is a lack of parental engagement formal conversations identify the potential for legal intervention in the future

Attendance data reviews lead to targeted bespoke support packages for schools where required

Targeted support for vulnerable pupil groups including LAC

3 Specialist

Local Authority EWO Fast Track Prosecution service is in place

Early Help assessments take place. Additional specialist support is sourced including a whole family plan and use of SEND statutory processes

Active collaboration with multi-agency services and professionals. Becoming the lead practitioner when appropriate.

Where there are out of school barriers access school support and resource can be accessed

Where there are safeguarding concerns intensive support through statutory children's social care is built into attendance plans

Protocol 5 – Praise and reward systems

We believe that praise and positive reinforcement are more effective than sanctions. Outstanding behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded. Across the school we use a rewards system called Pride Points, which allows pupils to earn and save rewards before redeeming them for prizes. These are recorded on our behaviour system Epraise. Staff do not use their own localised reward systems. Pride Points also form part of our enhanced attendance action plans for those struggling consistently attend school.

Protocol 6 – Leave of absence forms

Any leave of absence requests must be made in writing. Forms are available from the school office.

APPENDIX 1

WPAT Pupil attendance and planned absence (Appendix to policy).

Definition of “exceptional circumstances” for term time holiday authorisation.

Legislative Framework:

It is a parent’s duty under Section 7 of the Education Act 1996, to ensure that their child of “compulsory school age” is to receive “an efficient, full time education”. A child is of compulsory school age from age five. A child should attend school from the start of term commencing on or after his / her fifth birthday. We, at WPAT, encourage good attendance from the day a child joins one of our schools.

Parents of registered pupils have a legal duty under Section 444 of the Education Act 1996 to ensure that children of compulsory school age attend school on a regular and fulltime basis. Permitting unauthorised absence from school is an offence and parents may be reported to the Trust, and other authorities, if problems cannot be resolved by agreement with the school.

School policies describe the required levels of attendance and punctuality for good progress to be made at school.

The government expects schools to:

- Promote good attendance and reduce absence.
- Ensure that every child has access to full time education to which they are entitled; and,
- Act early to address patterns of absence.

The government also expects:

- Parents to perform their legal duty by ensuring their children of compulsory school age, who are registered at school, attend regularly.

The Education (Pupil Registration) (England) (Amendments) Regulations 2013 have amended Regulation 7 of the 2006 regulations to prohibit the Headteacher of a school from granting leave of absence to a pupil except where an application has been made in advance and the Headteacher considers that there are exceptional circumstances relating the request. WPAT and its Headteachers believe it is necessary to define what we consider to be “exceptional circumstances” to give further structure to the decision to decline authorization of absence.

WPAT have four permitted areas of “exceptional circumstance”:

1. The death or terminal illness of an immediate family member, where immediate is defined as the parents / carers and siblings of the child in school.
2. Absence recommended by a health professional.
3. Religious observance.
4. Allowances made for the families of service personnel on active duty.

In addition, we apply a further "threshold test" to the fundamental definition of "exceptional". We believe that the circumstances must be, rare, significant, and unavoidable to qualify.

Where the Headteacher is satisfied that there are exceptional circumstances to warrant the request for leave of absence but has additional concerns about the timing of the absence, or the pupil's attendance record, they may request a meeting with the parent / carer; the absence may not be authorised without attendance at this meeting.

If you require any further information or clarification, please refer your request to the school Headteacher via the school office.

APPENDIX 2:

This policy is guided by Warrington Borough Council and Department for Education guidance and best practice

The policy has been written with due regard to the following:

DfE Guidance Documents

- Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities - Published Sept 2022
- Summary table of responsibilities for school attendance Guidance for maintained schools, academies, independent schools, and local authorities – Published September 2022

Legislation

- Section 175 of the Education Act 2002
- Section 7 and 444 of the Education Act 1996
- The Education (Pupil Registration) (England) (Amendments) Regulations 2013
- The Equality Act 2010
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education 2021 (KCSIE)

Reading References & Research

- <http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance>
- <http://www.education.gov.uk/schools/guidanceandadvice/f00221879/advice-on-school-attendance>
- <https://www.gov.uk/school-attendance-absence/overview>

APPENDIX 3:

ATTENDANCE CODING

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
E	Excluded (no alternative provision made)	Authorised absence
G	Family holiday (NOT agreed <u>or</u> days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
D	Dual registration (i.e. pupil attending other establishment)	Not counted in possible attendances
X	Untimetabled sessions for non-compulsory school-age pupils	Not counted in possible attendances
Y	Enforced and partial enforced closure	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to pupils	Not counted in possible attendances

Appendix 4:

Alderman Bolton Primary Academy – Attendance Graduated Response



<p>EXPECT</p>	<ul style="list-style-type: none"> • Our school is a place where every child belongs • We create a welcoming culture and environment that allows all children to gain a sense of belonging and ultimately achieve their potential through good and regular school attendance 	<p>Absence</p>
<p>MONITOR</p>	<ul style="list-style-type: none"> • Concerning levels of child absence • Use attendance data to identify patterns of poor attendance • Stage 1 letter sent to parents • Early intervention considered as a preventative measure • Early Help considered and offered 	<p>4 DAYS</p>
<p>LISTEN & UNDERSTAND</p>	<ul style="list-style-type: none"> • Serious concerns regarding attendance • Stage 2 letter sent to parents • Meeting with Attendance Lead • Explore barriers and implement a plan to remove them • Early Help offered or reviewed • 	<p>7 DAYS</p>
<p>FACILITATE SUPPORT</p>	<ul style="list-style-type: none"> • High risk of Persistent Absence • Stage 3 letter sent to parents • Meeting with Attendance Lead • Review of Early Help and intervention plan • Consider the support of external services 	<p>10 DAYS</p>
<p>FORMALISE SUPPORT</p>	<ul style="list-style-type: none"> • Serious risk of Persistent Absence • EWO to send formal warning notice sent to parents • Continued internal and external plan of support • Parenting contract or supervision order considered at this stage • A multi-disciplinary approach to be considered and offered • 	<p>13 DAYS</p>
<p>FORMALISE SUPPORT</p>	<ul style="list-style-type: none"> • Attendance enforced through statutory intervention or prosecution to protect the child’s right to an education. • EWO takes the lead • Lack of engagement in support or support exhausted • Consider parenting contract or education supervision order • All support, and offers of support, to be reviewed and continue 	<p>16 DAYS</p>
<p>ENFORCE</p>	<ul style="list-style-type: none"> • The child is now considered a persistently absent child • Safeguarding referrals can be made at this stage • Statutory intervention or prosecution to protect the pupil’s right to education – when other options have been exhausted • Continuing child and family support • All support, and offers of support to be reviewed regularly 	<p>19+ DAYS</p>

