ATTENDANCE POLICY: SEPTEMBER 2025

Headteacher Signature:	Carmel Fox
Chair of Governing Body Signature:	Simon Newland
Date approved:	July 2025
Review date:	July 2026

Contents

1. Mission Statement/Vision 3
2. Aims 3
3. Legislation and guidance 3
3. Roles and responsibilities 4
4. Recording attendance 10
5. Authorised and unauthorised absence 122
6. Strategies for promoting attendance 13
7. Attendance monitoring 144
8. Monitoring arrangements 166
9. Links with other policies 166

1. Mission Statement/Vision

Children cannot learn if they are absent from school. Therefore, we aim to ensure that all our children and young people take full advantage of the educational opportunities available to them and will strive to raise standards by promoting the regular attendance and punctuality of our pupils. We believe the foundation of securing good attendance is that our school is a safe and supportive environment where our pupils will want to be and are keen and ready to learn. The school fully understands that children attending Falconer may well have had a disrupted education prior to arrival however our mission is to provide as full an education as is practically possible.

2. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- To demonstrate that improving attendance is everyone's business and embed a 'support first' approach
- Working with families and young people to reduce absence, including persistent and severe absence
- Working with pupils and parents (and the Local Authority where required) to remove any barriers to ensure that every pupil has access to the full-time education to which they are entitled
- To continue to improve each child's attendance and engagement with education striving for the highest possible attendance for all

3. Legislation and guidance

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

- Part 6 of The Education Act 1996, 2002,2011
- 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

It also refers to:

- School census guidance
- Keeping Children Safe in Education 2023
- Mental health issues affecting a pupil's attendance: guidance for schools

In addition

DFE Children Missing Education Statutory Guidance Sept 2016

DFE Working Together to Safeguard Children Guidance

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Ensuring an effective whole school culture of high attendance that is underpinned by clear expectations, procedures and responsibilities.
- Offering a clear vision for high attendance, underpinned by high expectations irrespective of a child's Special Educational Needs #1 (see below) and core values, which are communicated to and understood by staff, pupils and families.
- #1 the circumstances surrounding those pupils with special educational needs will if required be the subject of individualised discussion and agreement (mental health, medical needs, etc.). This is devolved to the school to manage.
- Regularly review and understand attendance information about the students, discussing, challenging and helping school leaders to focus improvement efforts on individual pupils who need it the most within school.
- Ensure school leaders fulfil expectations and statutory duties.
- Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
- Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.
- Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.
- Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.
- Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities, including developing an escalation procedure and contributing to the school improvement plan
- Make sure staff receive training/professional development and support to deploy attendance systems effectively.
- Governors will understand the specialist nature of the pupils and how this impacts on attendance.

3.2 The head teacher

The headteacher is responsible for:

- Ensuring the implementation of this policy – ensuring compliance with DfE Guidance for maintained schools, academies, independent schools and local authorities – Working together to improve School Attendance – August 2024 update
- https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping Children Safe in

Education 2053, Statutory guidance for schools and colleges – September 2025 - Keeping children safe in education - GOV.UK (www.gov.uk)

- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and the pupil body as a whole.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Be especially conscious of any potential safeguarding issues ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring student attendance within the appropriate groupings of the school.
- Reporting to the Governing Body the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area, LA's and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognise the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- Ensuring all staff members:
  - ❖ treat pupils with dignity
  - ❖ build relationships rooted in mutual respect and observe proper boundaries
  - ❖ take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively
  - ❖ Ensure appropriate adjustments are made to take into account the particular needs of the students in relation to the policy
  - ❖ understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity.
  - ❖ communicate effectively with families regarding pupils' attendance and well-being
  - ❖ deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events
  - ❖ use physical presence to reinforce routines and expectations on arrival and departure
  - ❖ regularly communicate expectations for attendance and punctuality and school performance through regular channels of communication with staff, pupils and parents

- ❖ establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness.
- Monitoring implementation of policy and practice, for example through form time, routine checks and year group meetings
- Monitoring of whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions
- Establishing and ensuring implementation and robust monitoring of arrangements to identify, report and support children missing education (CME) or at risk of becoming CME
- **Ensuring compliance with guidance regarding Children Missing Education - see Herts Grid** https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education
- Engaging pupils in consultation on attendance policy3.3 The designated senior leader responsible for attendance

3.3 Role of the Attendance Lead at SLT

The designated senior leader is responsible for:

a) Implementing the policy with the Head teacher.

b) Offering a clear vision for attendance improvement.

c) Championing and improving attendance.

d) Ensuring practice is in place to address persistent and severe absence is robust.

e) Evaluating and monitoring expectations and processes

f) Oversight of data analysis including:

- ❖ Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.
- ❖ Robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as: children who have a social worker including looked-after children, young carers, children who are eligible for free school meals, children who speak English as a second language
- ❖ Keeping the Head teacher and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures
- ❖ Compiling meaningful and accurate attendance information for the Head teacher, the Governing Body and the Local Authority Attendance Officer (LAAO).

g) Ensuring a positive working relationship with the LAAO is fostered, including attending Attendance Targeted Support Meetings.

h) Communicating messages to pupils and parents.

i) Maintaining School attendance, safeguarding and pastoral support policies which should clearly outline the key principles, rules pupils need to follow, routines, consequence systems

j) If required, holding regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.

k) Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.

l) Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.

m) Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

n) The escalation of procedures to address absence needs to be understood by pupils, parents, implemented consistently, reviewed regularly

o) Ensure that the Local Authority is notified of any pupil who fails to attend school regularly via a 10 Day Absence Form.

p) Advising the head teacher/SLT Lead (authorised by the headteacher) when to issue fixed-penalty notices

The designated senior leader responsible for attendance is Adam Fletcher and can be contacted via email as follows: a.fletcher@falconer.herts.sch.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- First and third day calling
- Liaising with offsite provisions for those students not in school
- Ensuring system records for attendance are up to date and accurate including best practice use of attendance codes
- Ensuring welfare calls when needed for targeted students
- Liaising with class team and leaders to ensure information is passed on in a timely manner
- Liaising with alternative providers to secure accurate and timely attendance information and to log communications effectively
- Managing the administration of part time timetables
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence

The attendance officer is Shannon Monaghan and is contactable via s.monaghan@falconer.herts.sch.uk

3.5 Class teachers/form tutors/Support Staff

Class teachers/form tutors are responsible for recording attendance on a daily basis and submitting this information to our school information system (Arbor) or the school office during form time and at the start of each lesson.

All teachers/Tutors and Support Staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.
- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date;
- Reviewing class and individual attendance patterns;
- Informing the school attendance officer/line manager of any concerns;
- Emphasising with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- If identified as part of the attendance improvement plan then they may be asked to hold regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.
- All staff members should treat pupils with dignity and build relationships rooted in mutual respect and observe proper boundaries. Staff should take into consideration the vulnerability of some pupils and the ways in which this might contribute to handling confidential information sensitively. All should understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity, communicate effectively with families regarding pupils' attendance and well-being.
- With student's staff should:
  - Rehearse and reinforce attendance and punctuality expectations continually
  - Emphasise the importance of attendance and its impact on attainment
  - Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom
  - Celebrate improvements and actively engage them in their interests
  - Contact parents regarding absence and punctuality (agreed with Head of Year)
  - Proactively promote attendance practice as part of staff induction
  - Consider the individual needs and vulnerabilities of pupils

Pupils at risk of severe or persistent absence – good practice recommendations (this list is not exhaustive)

Welcome pupils back following an absence and provide good catch-up support to build confidence and bridge gaps. This could include:

- lesson resources

- buddy support
- one to one input
- meet with pupils to discuss absence, patterns, barriers and problems
- establish action plans to remove barriers, provide additional support and set targets. This could include:
- lunchtime arrangements
- support with uniform, transport, wake up routines or emotional wellbeing
- lead daily or weekly check-ins to review progress and the impact of support
- make regular contact with families to discuss progress
- consider what support for re-engagement might be needed, including for vulnerable groups
- prepare supporting resources to ensure pupils can access learning when they return
- develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support)
- contribute to action plans which attendance staff draw together where appropriate
- provide tailored praise and encouragement when pupils attend and arrive on time

3.6 Heads of Year

- Oversee the monitoring of student attendance across the year groups and through regular attendance meetings with the senior leader responsible for attendance
- Ensure actions from meetings with Senior Leader for attendance are acted on in a timely manner and issues and barriers fed back accurately to those meetings
- Create and manage the attendance support plans ensuring clear communication between all parties and ensuring regular reviews.
- Hold regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Review form or tutor group attendance weekly to identify issues, intervene early and help set targets

3.6 School attendance/admin staff

School attendance/admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Arrange that any calls from parents/carers and pupils regarding attendance are passed onto the appropriate person whether this is the lead attendance officer, head of year, form tutor in order to provide them with more detailed support on attendance

3.7 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8.30 on the day of the absence and each subsequent day of absence (unless a doctor's note has been provided detailing the length of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child

- Ensure that, where possible, appointments for their child are made outside of the school day

3.8 Pupils (It is expected that Parents will undertake point 3 listed below)

Pupils are expected to:

- Attend school every day on time
- Attend every timetabled session on time
- Call the school to report their absence before 8.30 on the day of the absence and each subsequent day of absence (Point 3)

4. Recording attendance

4.1 Attendance register

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

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

Any amendment to the attendance register will include:

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

See appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive no later than and be in school by 8.50 on each school day. Please note breakfast club is available and staffed from 8.30.

The register for the first session will be taken at 9.00 and will be kept open until 9.30, 30 minutes after the session begins. The register for the second session will be taken at 1.00pm and will be kept open until 1.30pm.

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am or as soon as practically possible by calling the school admin/office staff (see also section 7).

Parents can contact the school on 0208 950 2505 to report absence.

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

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. It is still expected that medical or dental appointments will be booked whenever possible outside of school hours. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

Parents/carers should request leaves of absence only in exceptional circumstances. Examples of what might be included can be found on the website.

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

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

The school responds to ongoing punctuality issues through direct contact with the parents to establish the causes and consider solutions. In exceptional cases, where HCC transport is delayed for valid reasons the pupil will not be penalized in terms of their attendance.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may request or conduct a welfare check
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

4.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels as part of any required on-going dialogue and at parent/carer meetings and through the school report.

5. Authorised and unauthorised absence

There are very few circumstances in which the school can authorise absence. The expected rare occasion where this could occur is outlined below:

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as those circumstances that would fall outside of any standard expectation to attend school.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness (including mental illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- Other possible 'exceptional circumstances' where the head teacher may grant term-time leave on a case by case decision
- Study leave when following prescribed courses
- Flexi-schooling requests – your school can add details of its procedures for requesting and deciding on this related to the child's education health care plan

5.2 Legal sanctions

The school or local authority can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent/carers must pay the amount applicable at the time of the notice being issued within 21 days or the higher amount again applicable at the time within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- 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

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

Circumstances where a Penalty Notice may be issued is always a last resort but may be used where:

• Level of unauthorised absence leads to an unauthorised absence rate of 10% or more within a minimum period of any eight school weeks, this is usually more than one instance of absence (eg multiple single days of absence but a single unauthorised absence event of at least two consecutive school days (four consecutive sessions) can be used. A maximum of three penalty notices may be issued in any academic year

• Persistent late arrival at school, after the register has closed, contributes to a level of unauthorised absence at 10% or above (registers will be closed after a period of time agreed by the school but no more than 30 minutes after we have opened.

• Lack of adherence to the dates agreed for any authorised leave of absence without reasonable justification

• Students identified in a public place whilst suspended from the school (during the first five days of the suspension period) without reasonable justification may also be subject to a penalty notice. A meeting must have been attempted with the parents/carers to discuss any absences and a warning letter will have been sent to each parent.

.

6. Strategies for promoting attendance

In line with our approach attendance is an expectation and would not carry any due rewards. In line with the schools therapeutic thinking approach we will however celebrate good, and improving, attendance by issuing certificates. These certificates will be sent home, parents of pupils with good attendance will also be recognised in writing. The Schools Attendance Strategy sets out a broad range of strategies for promoting attendance, all underpinned by the intention to ensure attendance is everyone's responsibility.

Should attendance be an issue, following all therapeutic approaches having been exhausted, the school has a number of stages it can employ to enforce good attendance as follows:

- At the first point attendance is a concern the designated senior leader will meet with the child's Head of Year to discuss concerns and barriers to attendance. Either an Attendance Improvement Plan (AIP) will be implemented or a part time timetable review will be conducted, developing goals for improved attendance, linked to agreed strategies. This will be agreed in a meeting with the parent/carer and pupil and reviewed every 4 weeks.
- Following the implementation of an AIP or part time timetable review if attendance does not improve the designated senior leader will discuss with the Headteacher. If it is agreed to be in the best interests of the child the School will begin the formal attendance procedures. These begin with a phone call and a follow up friendly letter (Letter 1)
- If no improvement after 4 weeks (or an agreed timescale should there be mitigating circumstances). This is escalated to a second letter warning of potential higher level consequences.
- Pre-Penalty notice letter (Final warning) likely to be within a further 2-4 weeks if no noticeable improvement
- Penalty Notice

- Table 1 identifies the therapeutic thinking approaches to attendance that we will employ before taking more punitive actions.
- Table 2 (below) identifies our key trigger points and actions for addressing attendance concerns.

Table 1

Step	Activities Include: (overseen by Assistant Head)
Home Visits	Building relationships Welfare checks Exploring interests Conducted by a newly appointed Outreach Officer
Engagement with a mentor or adult outside the home	Building Relationships Removing barriers Prosocial opportunities
Increasing provision	Educational offer such as construction, mechanics, farm, etc Additional time with mentor Careers support Therapies EHCP Reviews
Introducing School focused support	School liaison making contact Attend prosocial activities Attend in-school activities Grow the timetable

Table 2

	Category	**Actions Required**	**Responsible Persons**
95% - 100%	Great attendance	• No action	
90% - 94%	Good attendance	• Challenge/motivate to get even better • Discuss with Parent/Carer	Form Tutor
75% - 89%	Attendance Trigger	• Attendance Improvement Plan	HOY SLT
50% - 74%	EBSA	• Engage support of LA Attendance Officer • Bespoke Improvement Plan developed to support increasing attendance	SLT LA Attendance Officer
0% - 49%	Non-attender	• LA SEND Officer involved • Emergency Annual Review • Secure funding for appropriate support to meet needs	SLT LA EHC Co-ordinator LA Attendance Officer

7. Attendance monitoring

Falconer School will, on a daily basis, register pupil's attendance and record any absence. The attendance officer will follow up, on a daily basis, any un-notified absence (including lateness) with a first day phone call.

7.1 Monitoring attendance

The school will:

- Monitor attendance and absence data daily, weekly, half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

7.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families. The school attendance lead will meet frequently with year group team leaders to discuss and plan actions to support and improve attendance
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns as defined in SECTION 6

7.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to form tutors, and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

7.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Instigate an attendance support plan for students who have more entrenched patterns of absence, setting targets and review points to support improved attendance rates over time
- Provide access to wider support services to remove the barriers to attendance
- Provide through our in-house mentoring support worker access for parents to discuss how attendance can be improved
- In targeting unauthorised absence we may well resort to using formal procedures ultimately using fixed penalty notices. We will attempt other methods to prevent reaching this situation which includes – reasonable adjustments and support, meetings, letters, closer monitoring.

8. Monitoring arrangements

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

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy