Attendance Policy

Appendix 2 – King Edward VI Academy - Attendance policy appendix

The academy's aims and objectives.	**Aims** 1. To have a culture where good school attendance is embedded across all year groups and micro populations 2. To create a climate of ambition where good school attendance is imperative in enabling students to fulfil aspirational goals 3. To have an annual absence rate and persistent absence rate that is at least equal to the National Average. **Objectives** 1. Make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors. 2. Develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks to support good attendance. 3. Develop a systematic approach to gathering and analysing attendance related data. 4. Implement a system of rewards and sanctions. 5. Provide support, advice and guidance to parents/carers and pupils. 6. Further develop positive and consistent communication between home and school. 7. Develop effective partnerships with supporting services and agencies through the Local Authority. 8. Recognise and address the needs of the individual pupil when planning reintegration following significant periods of absence.
Working with our local authority:	Lincolnshire Education Authority. 'The school attendance team'. As outlined in the new guidance, every local authority must have a school attendance team. For Lincolnshire, this sits within the current wider Inclusion and Attendance service area. It will focus on four functions: 1. overview of the strategy 2. strategic monitoring and conducting of targeted school meetings (TSM's) to all schools including independent and alternative provision 3. advice and strategic support to all schools 4. support in decision making prior to following a legal process 5. communication and training to schools, Children's Services and the wider supporting organisations. The new team will consist of four attendance officers and

one team leader. Each school will have a nominated officer.

Lincolnshire's attendance priorities

Seven priorities have been identified as areas that need to improve and where improvement will have a significant impact on the overall attendance rate:

1. The level of authorised attendance
2. The level of persistent absence
3. Absence rates in special schools
4. Absence rates for children with Education Health Care Plans
5. Absence rates of children with a Social Worker
6. Absence rates for children with anxiety or school phobia
7. Absence rates of children known to the youth offending service (Futures4Me)

Targeting support meetings (TSM)

In line with the DfE guidance, local authorities are expected to organise termly targeted support meetings with each school in their area. These meetings will take place up to three times per year (as agreed with the LA) and will focus on the following areas:

- school attendance priorities
- local authority attendance priorities
- attendance of children in the five absence categories (see below)
- attendance of specific cohorts of children
- successes and areas for improvement

Where the school already meets on a termly basis with a local authority officer for example maintained schools meetings with their locality leads, special school meetings with SEND team leader, conversations around attendance will form part of this discussion. All other TSM's will be conducted by the attendance team.

A template will be used for these meetings so that information collected from schools is consistent and can be used in any local authority data analysis.

These meetings will be an opportunity to:

- build strong relationships and work collaboratively to support the wider attendance approach
- help the school identify areas to focus on in their school policies or approaches. This may include:
  - help in analysing their own data
  - how they may learn from and work with other schools who have faced similar patterns or trends

Where barriers to attendance for a pupil or family are complex and a child is within the severe absence category, the meetings will be an opportunity for the school, with the support of the local authority representative, to identify next steps.

The five categories of school attendance

Lincolnshire has identified five levels of absence. All children will be categorised by schools into one of these levels. This is not about labelling children. It is about:

- identifying groups and, where appropriate, individual children
- being very clear of their attendance rates
- what needs to happen to improve this
- measuring that improvement

School attendance – boundaries and description

95 to 100% - as expected
91 to 94% - at risk of persistent absence
80 to 90% - persistent absence
51 to 79% - at risk of severe absence
Less than or equal to 50% - severe absence

Schools will be expected to report on numbers and percentages of children that are in these five categories at the TSMs.

Children with a social worker
Good attendance at school offers additional safeguarding for vulnerable children. Historically, children with a social worker have had higher absence rates. A quarter of children who have ever needed a social worker are persistently absent. This compares with 10% for those who have never been in need.

Therefore, additional monitoring is required to improve the attendance of this cohort. This will be carried out by the virtual school as part of their expansion to the role of overseeing the education of pupils with a social worker.

This will include:

- regular monitoring of attendance of children with a social worker including those looked-after by the local authority
- setting aspirational targets for attendance within child protection plans and as part of the personal education plans for looked after children
- specific attendance training for designated teachers who support children who have ever needed a social worker
- work across children's social care services to make sure social workers understand:
- the importance of good school attendance
- that it is a key part of all child in need and child protection plans if attendance is a concern
- ensure schools inform a child's social worker if there are unexplained absences from school

Attendance is 'everyone's business'

Where previously, attention to school attendance has been the responsibility of schools and attendance teams, it should now be considered by all those working with children and families.

Securing good attendance cannot therefore be seen in isolation. Effective practices for improvement will involve:

• close interaction with schools' efforts on:
o curriculum
o behaviour
o bullying
o special educational needs support
o pastoral
o mental health and wellbeing
• effective use of resources, including pupil premium

It cannot solely be the preserve of a single member of staff, or organisation. It must be a concerted effort across:

• all teaching and nonteaching staff in school
• the trust or governing body
• the local authority
• other local partners (Working Together to Support School Attendance)

The expectations are that everyone:
• is supportive of school and school attendance

	• is attendance curious and asks why children are not in school • considers school commitments when making appointments and contacts with families • is aware of the wider safeguarding risks of a child not being at school (is the child at home alone, or out alone?) • reminds parents of support available for example early help • contacts the school if there is information that they should know (not being at school is a safeguarding concern) • considers any changes in their organisation's delivery that may impact positively on the attendance of children **Joint decision making on enforcement for non-attendance** A parent who does not ensure the attendance of their child or provision of education elsewhere is at risk of a criminal investigation. The decision to follow this route by schools should not be taken lightly. It is not the position of the local authority to fine parents but to follow the best pathway to improve the attendance of children. If any other route can be taken to reach this goal, then it should be considered. Lack of improvement or lack of parental engagement in attempts to improve attendance could be considered as a reason to pursue a legal route. To ensure that this has been investigated fully, schools are asked to contact the attendance officer for their area to discuss cases for fixed penalty notices (other than family holidays) and prosecutions prior to submitting a report. The process is as follows: 1. School follow attendance policy procedures: school attendance has not improved 2. School discusses child with their named attendance officer if they are considering a legal route to address poor attendance 3. Decision is made as to whether there are any other approaches and support than can be offered that would have a positive impact on the attendance of the child 4. If child is on a CiN or CP plan, decision must be shared and agreed with the social worker 5. If legal approach is put on hold, case review takes place in agreed timescale 6. If no other approach is identified, case proceeds as prosecution School attendance strategy – What's new in supporting the improvement of attendance in schools? - Lincolnshire County Council

Senior Attendance Champion	Mr Matthew Moss (Assistant Principal) mmoss@kingedwardacademy.co.uk Tel: 01790 753260 To be responsible for managing the attendance team and liaising regularly with the Attendance Welfare Coordinator and the Attendance Information Officer regarding casework and attendance data analysis. To ensure that the attendance team is working with the DDSL/DSL to identify any vulnerabilities and ensure all students are being safeguarded. To ensure that data regarding removes and FTE's is analysed regularly to identify students who are regularly missing education and look at barriers to learning. To ensure the ASC are fully informed regularly about trends and micro-populations and what KEVI is doing to address any negative attendance patterns seen.
Attendance link on the ASC	Juliet Jaggs • To challenge and support the academy on the scrutiny of the data analysis and interventions that are being utilised. • To chair any GAP meetings with the AWO and parents.
Attendance Welfare Coordinators and their responsibilities Attendance Information Officers	**Attendance Information Officer (AIO)** • To maintain accurate and up to date attendance/lateness records both manually and electronically and to ensure ongoing monitoring of attendance for all children to promote good attendance across the school. • Administer a daily attendance and punctuality check each morning and support following up the daily absences by telephone/message or other means including checking the school answerphone for absence messages and record appropriately on Bromcom. • Process and record children who arrive late, leave during the school day and those who are collected late after the end of the school day. • Process applications for any leave/special absence of children in liaison with the AWC/Senior Leaders and Headteacher. • To engage with, attend and provide information for focal meetings with leaders responsible for key cohorts of students e.g., SEND (Special Educational Needs and Disabilities), disadvantaged. • Meet with AWC to review attendance and punctuality data. • To ensure, alongside SLT, that staff complete registers accurately and in a timely way in line with statutory

	regulations and to ensure that any discrepancies are amended. o Check and follow-up any missing or anomalous marks in registers. o Input attendance data onto school MIS and generate reports as required. • To administer Penalty Notices. • To ensure attendance / punctuality letters are consistently sent out through collaboration with the AWC. • To attend Attendance Panel meetings • To make/receive phone calls to/from parents regarding absence of students from school. • To deal with student enquiries efficiently and in a pleasant and courteous manner. • To maintain accurate and up to date records of attendance in line with legislation. • To carry out full, accurate and up to date administration of letters, files or other documentation for attendance. • Assist AWC with targeted home visits /meetings and any attendance/punctuality data that may be required to support case work. • Liaise with Data & Exams Officer to ensure Attendance and Assessment records are accurate and up to date in conjunction with the Trust Assessment calendar. • Regularly attend CPD around the use of Bromcom. • Work with colleagues to raise MCAS uptake with parents. **<u>Attendance Welfare Coordinator (AWC)</u>** • To maintain robust chronologies outlining all communication, support and intervention for individual pupils who do not attend well. • Administer a daily welfare check each morning with the families of all vulnerable pupils who are absent that morning and record the details of the conversations. • To conduct home visits where appropriate, always accompanied by another DRET colleague • To chair meetings regarding pupil's attendance, including SAP and GAP meetings. • To liaise with members of the pastoral and welfare teams, including HCs, Tutors, the SENCO and Pastoral managers for a full understanding of each pupil's circumstances.

	• To work with individual pupils and their family in setting targets for improved attendance and reviewing success on a regular basis, always intervening to sustain improvement. • To lead on referrals to external agencies. • To liaise with other agencies in finding appropriate solutions, such as the Virtual Head, representatives from the LCSP working with the family in consultation with the academy safeguarding leads, medical practitioners and CAMHS. • To conduct daily attendance checks for pupils attending alternative providers and hospital schools. • To arrange Quality Assurance visits to Alternative providers for SLT Attendance Lead. • To source and deliver suitable intervention programmes and engage with LA led interventions such as the EBSA programme. • To liaise with the school leader responsible for PSHE and contribute to curriculum conversations about factors affecting poor attendance. • To contribute to the assembly programme, promoting good attendance. • To implement strategies to motivate strong attendance through incentives, rewards and workshops with target groups. • To lead on all communication and implementation of reduced timetables with the family, SEND and the LA. • To counsel families considering Elective Home Education in consultation with academic staff in school. • To engage with CPD opportunities, available externally through the LA and as provided by members of the Core Team.
The Timings of the School Day:	Students should arrive on site before 8.35am to attend roll call at 8.40am each morning. Any student late for roll call will be issued a C2 for punctuality and pastoral detention at lunchtime. If this occurs 3 times in a week this would result in after-school detention. Students arriving after 8:45am without a valid reason will be issued direct after-school detention. If this occurs 3 times in a week it will result in a BSU placement. Morning (AM) registers will close at 9.05am - any student arriving after this time will be coded U which is “late, after registration closed” which is an unauthorised absence.
How parents report their child as being absent from school and what will happen next:	We expect absences to be reported to us before 8.30AM on the first day of absence. We require parents to update us with absences, by maintaining daily contact with us. We will make a home visit on the third day of absence. First day absence reporting: Telephone: 01790 753260.

	If parents know their child will be absent from school, for example for a medical appointment, we ask they let the attendance officer know in advance. We will require evidence to authorise this absence- the appointment card/letter brought into school is sufficient. • If we have not heard from parents by the close of registers, we will call to chase up all absences. We will call all numbers held on our system if we do not get hold of parents. • If we are concerned about an unexplained absence, or the absence has been for three or more days, we will make a home visit. • If we have concerns about absences we will refer this to our safeguarding team for action. • If absences are persistent (>10%) we will implement an attendance pathway- which can include daily monitoring; home visits; tutor attendance reports; attendance panel meetings; 30-day monitoring; fixed penalty notices and legal enforcement. • We expect all students to arrive to school on time every day. We monitor punctuality and will implement the attendance pathway when punctuality becomes a concern. • We monitor attendance using the relevant absence and attendance codes from the DfE (see pages 55 to 65 of the latest guidance). Using the new DFE attendance codes, absences will either be **authorised or unauthorised.**
Provide information and contact details of who pupils and parents should contact for more sustained support on attendance	For first day absences and any ongoing absence parents should contact, the Attendance Information Officer, on each and every morning that the student is not attending school via email, telephone or MCAS. For long term and persistent absence and support with school attendance parents/carers should contact the Attendance Welfare Coordinator, Mrs T Kwee. The House Champions have a responsibility for attendance within each house. To discuss attendance concerns please contact: Apollo – Mr D Williams Arete – Mrs K Taylor Mercury – Mr A Knight

How to request a leave of absence for your child:	A Leave of Absence ('LOA') form needs to be completed fully when requesting time off school during term time. Holidays will not be authorised during term time unless in exceptional/special circumstances. These requests will be brought to the attention of the Head of School for consideration. Parents must fully complete the LOA form when requesting any absence from school. This includes: holidays, GP appointments, hospital and dental appointments, blood tests or for any family reason. The Leave of Absence form can be found on the following link: King Edward VI Academy Leave of Absence application

How we encourage and promote good attendance and punctuality:	At KEVI we promote good attendance such as competitions, assemblies, 100% attendance certificates, house attendance competitions, weekly prize draws, early lunch passes, termly rewards and a reward trip at the end of the year term.
The academy's day-to-day processes for managing attendance and absence.	We expect all absences to be reported by parents before 8.30am on the first day of absence. We require parents to update us with absences if they are ongoing, by maintaining daily contact with us. After 3 consecutive days of absence a home visit will be conducted as a welfare and wellbeing check. Tutors take a register of their tutor group between 8:45-8:55AM. We use Bromcom to record attendance. Communication about attendance with parents and carers takes place regularly via MCAS alerts, face to face and newsletters and where necessary, attendance meetings with parents and student. First day absence reporting: Telephone: 01790 753260 All members of academy staff have a responsibility for identifying trends in attendance and punctuality. The following includes a more specific list of the kinds of responsibilities which individuals might have. **Tutors are responsible for:** • Keeping an overview of group and individual attendance looking particularly for either poor overall attendance, anomalies in patterns of attendance and / or unusual explanations for attendance offered by children and their parents/ carers • Informing the Senior Leadership Team where there are concerns and acting upon them • Providing background information to support referrals

	• Monitoring follow-up once actions have been taken to correct attendance concerns • Emphasising with their group the importance of good attendance and promptness • Following up absences with immediate requests for explanation which should be noted on the register. • Discussing attendance issues at consultation evenings where necessary • Calling parents to discuss attendance support they might need from the pastoral team.
The academy's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.	Attendance data is monitored daily, looking at individual profiles. The data collected is analysed to identify any patterns or emerging trends which can trigger individual support plans for our students at an early stage. The data collated over the week is then analysed to review and explore any further support plans that may need to be actioned. This is discussed and shared at the attendance focus group and pastoral meeting on a weekly basis. On a whole school basis, the attendance data is reviewed half termly to identify any trends or patterns throughout the school.
The academy's strategy for reducing persistent and severe absence.	At KEVI we are committed to supporting our students around attendance and punctuality. If a student is late on two occasions in a week, a member of the pastoral team, Head of Year or form tutor will explore this further by speaking to the student and communicate with parents/carers to explore the reasons for this. Support will be offered. The attendance of the student will continue to be monitored through daily reports and discussed at the weekly pastoral meeting. **Persistent and Severe attendance:** • Persistent is where a pupil misses 10% or more of school • Severe is where a pupil misses 50% or more of school. If students are persistently or severely absent and late the Attendance Welfare Officer will work alongside the DSL, pastoral team and HOH to implement a support plan. This may reflect the support of an: o EHA (Early Help Assessment) o PSP (Pastoral support plan) o EBSA (Emotionally based school avoidance) pathway.

How we keep parents informed about their child's attendance:	Parents can immediately see and track their child's day to day attendance on the MCAS app. Parents are notified if their child is not accounted for in lesson or are late to class.
How we will support pupils if they are absent from school due to mental or physical ill health and/or special educational needs and disabilities:	If students are persistently or severely absent due to medical or physical ill health/special educational needs and disabilities, the Attendance Welfare Officer will work alongside the DSL, pastoral team and HOH to implement a support plan. This may reflect the support of an: • EHA (Early Help Assessment) • PSP (Pastoral support plan) • EBSA (Emotionally based school avoidance) pathway Each stage of the plan will identify targets to work towards and actions that staff and parents will complete. Plans will be reviewed on a 6-8 week basis and recorded on child centric recording systems within the school. Each of the identified plans works in conjunction with the local authority who can offer additional support and guidance

Any specific needs of certain pupils and pupil cohorts.	On a whole school basis, the attendance data is reviewed half termly to identify any trends or patterns throughout the school. This can lead to further implementation of promoting good attendance by targeting individual groups of children through support groups, PSHE and targeted intervention. The information collated is compared to national data to drive forward our targeted approach for improving attendance. This is shared with staff within KEVI to encourage conversations around promoting good attendance and reinforcing the positive messages of supporting students to take full advantage of their educational opportunities. The data collated is used to identify changes being sustained where intervention has been implemented. This is regularly reviewed and shared with the families to support in achieving good attendance. ***New for 2026/27***

	Our Attendance Team works closely with the Senior Leadership Team through daily briefings and a weekly Attendance Focus Group. This enables us to identify and support individual pupils who may benefit from additional encouragement to improve their attendance. As part of this support, pupils may be invited to take part in our Attendance Celebration initiative, which focuses on achieving short-term attendance targets of five or ten consecutive school days. To help pupils monitor their progress, we will provide an Attendance Celebration Report. This report gives a clear overview of their current attendance and encourages them to focus on their next attendance milestone. Progress will be monitored by the pupil's Form Tutor, Head of House and the Attendance Team. Staff will provide encouragement, guidance and support throughout the process to help pupils achieve their attendance goals. This initiative is designed to celebrate success, promote positive attendance habits and ensure that every pupil has the opportunity to be recognised for their commitment to attending school regularly. KEVI believe that all students benefit from the education it provides and therefore expects regular school attendance. To this end KEVI will do as much as it can to ensure that all students achieve maximum possible attendance and that any problems affecting attendance will be dealt with as quickly as possible whilst always considering the individual needs of students and their families who have specific barriers to attendance. Policies that support our rationale can be found here Equality Act 2010 and the UN Convention on the Rights of the Child.