

Ormiston Academies Trust

(Ormiston Maritime Academy)
 Attendance policy

Policy version control

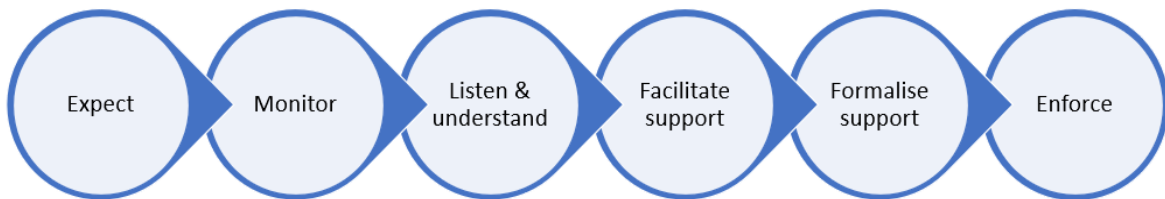
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| Policy type | Statutory |
| Author | Jane Nolan, Director of Inclusion |
| In consultation with | Education team, Inclusion Team, Principals, Academy Attendance Champions |
| Approved by | OAT Executive SISC Committee, 27 June 2024 |
| Trust Board approved | 11 July 2024 |
| Release date | July 2024 (for implementation from 1 September 2024) |
| Review | July 2025 (for implementation from 1 September 2025) |
| Description of changes | New policy in line with DfE statutory guidance which applies from 19.08.24 |

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1. Policy statement

- 1.1. Improving attendance is everyone’s business. Every child of compulsory academy age is entitled, by law, to receive full-time education and it is the legal responsibility of every parent to make sure their child attends school. Attending school regularly is not only essential for them to achieve well in their learning but it also helps them with their social and emotional development and overall well-being. Attending school regularly gives children the best opportunity to have wider and better life chances.
- 1.2. The academy recognises that some children find it harder than others to attend school. The academy will always seek to work in partnership with parents to understand any barriers to attendance and provide support to address these. Small dips in attendance can lead to more significant attendance difficulties that are harder to overcome. Therefore, the academy will always intervene early to understand the needs of children and families and put the right support in place as soon as attendance falls below the expected standard.
- 1.3. The academy will **expect** high standards of attendance, **monitor** attendance data, **listen** to children and parents to **understand** barriers, provide **support**, formalising it when necessary, and **enforce** attendance through statutory intervention, only when all other avenues have been exhausted.



2. Legislation and guidance

- 2.1. This policy meets the requirements of the Department for Education’s (DfE) statutory guidance on attendance: [Working Together to Improve School Attendance](#). Links to other relevant legislation and guidance can be found at Section 16.
- 2.2. A child must start full time education once they reach **compulsory school age**. This is on the 31st December, 31st March or 31st August following their fifth birthday – whichever comes first. A child can leave full time education on the last Friday in June if they will be 16 by the end of the school summer holidays. They must then do one of the following until they are 18:
 - stay in full-time education, for example at a college.
 - start an apprenticeship or traineeship.
 - spend 20 hours or more a week working or volunteering, while in part-time education or training

3. Attendance and punctuality expectations

3.1. This academy expects children to be in school, on time, every day unless they are ill or have an authorised absence. Attendance is often reported as a percentage. The following table shows how percentages equate to the number of days and lessons lost each year, how this would be graded and the type of support that would be put in place:

| Attendance % | Academy days missed per year | Number of lessons missed per year | Attendance grading | Possible actions |
|--------------|------------------------------|-----------------------------------|--------------------|---|
| 100% | 0 | 0 | Outstanding | |
| 98% | 4 | 20 | Very good | |
| 96% | 7 | 35 | Good | Academy monitoring |
| 95% | 10 | 50 | Almost there | Academy support |
| 94% | 11 | 55 | Improvement needed | Academy support |
| 90% | 20 | 100 | Concern | External support / referrals |
| 85% | 29 | 145 | Serious concern | External support / referrals Penalty notices |

3.2. When a child arrives late to academy, even by a few minutes, they miss an important part of the academy day, which can include learning time, assemblies and teacher instructions. Children can feel embarrassed at having to enter the classroom late and it can disrupt the learning of others. This table shows how frequent lates can add up to a significant amount of lost learning:

| Minutes late per day | Academy days lost per year | Number of lessons lost per year |
|----------------------|----------------------------|---------------------------------|
| 5 minutes | 3 | 15 lessons |
| 10 minutes | 6 | 30 lessons |
| 15 minutes | 9 | 45 lessons |

4. The academy day

4.1. The following table sets out the times of the academy day:

| | | |
|---|---------|---|
| School gate opens at: | 8:15 am | Child should wait at the front of school, then walk straight into academy, over the yellow line. |
| Start of the academy day | 8:25 am | Year group line ups in tutor groups, in the designated area. Uniform and equipment check, daily messages given out. |
| Period 1 - Morning attendance mark begins at: | 8:40 am | Child receives a 'late' (L) mark if absent when the register starts but arrives before the register closes |
| Morning attendance closes | 9:10 am | Child receives an 'unauthorised absence' (U) mark if they arrive after the register closes |
| Afternoon register begins at | 1:35 pm | Child receives a 'late' mark if absent when the register starts but arrives before the register closes |
| Afternoon register closes | 1:45 pm | Child receives an 'unauthorised absence' mark if they arrive after the register closes |
| End of the academy day years 7 - 10 | 3:00 pm | |
| End of the academy day year 11 | 3:30 pm | |

5. Authorised and unauthorised absences

- 5.1. An absence is 'authorised' when the academy has either given permission in advance for the child to be absent or when the reason given for an absence is accepted as satisfactory.
- 5.2. In general, absence may be authorised for the following reasons:
- Illness, medical or dental appointments (see section 7 below)
 - Religious observance, where the session or day is exclusively set apart for religious observance by the religious body to which the child's parents belong. The academy may seek confirmation of this from the religious body.
 - Parent travelling for occupational purposes where the parent is travelling in the course of their trade or business and the child is travelling with them. The academy may ask for proof that the family is required to travel for occupational purposes and if attendance falls below an acceptable level, the academy may consider attendance enforcement.
 - Unavoidable cause when an emergency has prevented the child from attending. The unavoidable cause must be something that affects the child, not the parent.
- 5.3. An absence is 'unauthorised' when either no explanation has been given for a child's absence or when the explanation offered is not considered acceptable by the academy. This includes:
- Taking day trips or holidays (see 8.2 below).
 - Absence to assist parents with caring responsibilities or assisting with translation.
 - Absence when the reason is not considered acceptable or has not yet been established.
 - Arriving late after the register has closed (see section 4.1)
 - Leaving the academy during the academy day without permission (truancy).

6. Reporting a child's unplanned absence

- 6.1. If a child is absent, parents must:
- Contact the academy as early as possible, but before 8:00 am, on the first day of absence, [either by telephone or in person. The telephone number to report an absence is: 01472 310015, *You can contact us via the Edulink App.*
- Call every day thereafter to advise the academy of the child's progress.
 - Send a note in on the first day of the child's return with a reason for the absence (even if a telephone explanation has been given) or call into the academy in person and ask to speak with a member of staff.
- 6.2. Absence due to physical or mental illness will be marked as authorised unless the academy 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 academy will ask for medical evidence, such as a doctor's note, prescription or note from a pharmacist, appointment card or other appropriate form of evidence. The academy will not ask for medical evidence without good reason. If a child has an attendance of 90% or less the academy will reserve the right to request medical evidence for all absences to authorise them, as a supportive measure.

- 6.3. If the academy is not satisfied with the authenticity of illness, the absence will be recorded as unauthorised, and parents notified of this.

7. Reporting a child's planned absence

- 7.1. Wherever possible, all appointments should be made outside of the academy day. If this is not possible, parents should ensure that children are out of school for the minimum amount of time necessary e.g. if an appointment can only be arranged for 11am, a child should be in the academy both before and after the appointment, unless there are exceptional circumstances. Should a child arrive late to the academy, following an appointment, they should report to Reception where they will need to sign in.
- 7.2. Planned absences for appointments should be reported to the academy as far in advance as possible by either calling the school on 01472 310015, a message on the Edulink App. Or in person – evidence of the appointment will be requested [letter, email or appointment card from the medical provider]

8. Leave of absence during term time

- 8.1. In accordance with the DfE's [Working together to improve school attendance](#), there are very limited circumstances where the academy will grant a leave of absence during term time. These are:
- Taking part in a regulated performance or employment abroad
 - Attending an interview
 - A temporary, time limited part-time timetable (see section 17)
 - **Exceptional circumstances:** the academy may grant a leave of absence for exceptional circumstances at their discretion. This must be requested in advance by a parent/ carer who the child normally lives with. The academy will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the academy to determine the length of time the child can be away from the academy.
- 8.2. The need or desire for a holiday or other absence for the purpose of leisure or recreation is not an exceptional circumstance and will not be authorised.
- 8.3. Leave of absence will not be granted for a child to take part in protest activity during academy hours.

9. Key contacts for attendance

- 9.1. All academy staff are responsible for monitoring and supporting good attendance. However, the following members of staff provide specific oversight of attendance and/or can provide support to parents and children:

| Role | Name | Can support with: | Contact details |
|--|--|--|--|
| Principal | Carriane Robson | Head of school | robsonc@omacademy.co.uk |
| Senior Attendance Champion | Tracey Ramage | Overall responsibility for championing and improving attendance | ramaget@omacademy.co.uk |
| Academy Education Welfare Officer | Toni Eggleston | Leads on communication between the academy, parents, and external agencies, develop support plans, provide intervention strategies, and coordinate support services. | egglestont@omacademy.co.uk |
| Academy Attendance officer | Rebecca Bryant | Attendance on a day to day basis, including attendance data. | bryantr@omacademy.co.uk |
| Progress Leaders | Ben Fawcett Jo Goulay Vicki Thornton Isla McPherson Daniel Dickinson | Year 7 Year 8 Year 9 Year 10 Year 11 | Via main switchboard/reception |
| Designated safeguarding lead | Troy Silvester | All statutory safeguarding policies and duties. | silvestert@omacademy.co.uk |
| SENCO | Kirsty Allard Linda Winton | The academy's provision for special educational needs and the support offered to students with SEN (special educational needs) | allardk@omacademy.co.uk wintonl@omacademy.co.uk |
| Senior mental health lead | Jenny Forman | Student & staff mental health & wellbeing. | formanj@omacademy.co.uk |
| Family liaison officer | Chloe Hodson-Smith | Early help to families across our communities and help to remove barriers. Works with the wider pastoral team, including progress leaders and Learning Mentors. | Hodson-smithc@omacademy.co.uk |

10. Following up unexplained absence

10.1. Where any child the academy expects to attend does not, or stops attending, without reason, the academy will:

- Text or send a message to the Edulink app you by 9:30am if we have not heard from you with a reason for your child's absence on the first morning of the first day of unexplained absence to find out the reason. We may need to speak to your child to ascertain that they are safe and well. Follow up with a call to any parents/carers whom the academy have not heard from with a reason for your child's absence. At least two points of contact must be given to the academy for this purpose. If the academy cannot reach any of the child's emergency contacts, the academy may visit the home on the same day if there is continued lack of contact, to carry out a safe and well check on the child
- If after three days of absence the child has not been seen and contact has not been made with the academy, all reasonable enquiries will be made by the academy to establish contact with the parent of the child, including making enquiries to known friends and extended family. In addition, a home visit will be made, by two of the following: the academy's EWO, Attendance officer, Attendance champion, Head of Year, social worker, to check the safety and wellbeing of the child and to find out the reason for absence.
- Children whom the academy assesses as being at greater risk of harm will receive safe and well checks on each day of absence. If a child has a social worker, the academy will notify them on the same day of any absence.
- Where a child has not returned to the academy for ten days after an authorised absence or is absent without authorisation for twenty consecutive academy days, they are considered to be 'Children Missing Education (CME)' (see [Children Missing Education](#)). The child may be removed from the academy admission register when the academy and local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child.

11. Safeguarding

- 11.1. Lack of consistent or regular attendance, erratic attendance or persistent and severe absence or children missing education (CME) are safeguarding issues and must act as a warning sign to a range of possible concerns including neglect, sexual abuse or child criminal exploitation (CCE) and serious violence. They may also be an indication of child-on-child abuse including bullying and sexual harassment or significant mental ill health concerns. They must not be seen as purely isolated attendance concerns.
- 11.2. Where children have or have had a social worker or need safeguarding, this will inform decisions about safeguarding support.
- 11.3. The academy is responsible for the safeguarding of children placed in alternative provision and for monitoring their attendance at alternative provision. This will follow the same process as for children attending the mainstream setting.

12. Promoting and rewarding good attendance

- 12.1. The academy has high standards of attendance and will work together with children and families to build a culture where children want to be in school, ready to learn. Improving attendance will always be a high priority of the academy.
- 12.2. The academy promotes good attendance to children through:
- A regular assembly programme,
 - A weekly attendance focusses during form time, to include the group and individual attendance records
 - An attendance rewards programme
 - Regular child and parental/ carer meetings
- 12.3. The academy promotes good attendance to parents by:
- The use of texts/letters, phone calls home.
 - An induction information pack
 - Termly attendance newsletter – displayed on Facebook and the Academy’s website
 - Attendance policy
- 12.4. The academy expects all children to have good attendance of **96%** or better (equivalent to missing 7 academy days per year). It is recognised that some children may struggle to achieve this due to authorised absences e.g. for medical needs. Such absences will be taken into account when celebrating attendance.
- 12.5. Good or above attendance will be celebrated by:
- Weekly rewards for all students who achieve 100% attendance the previous week, this will be a physical award and house points, also rewards for all students who improve their attendance from the previous week.
 - ½ termly rewards for best attending tutor groups and most improved tutor group (Per year group).
- 12.6. The academy believes that improvements in attendance should also be recognised. Improving attendance will be celebrated by:
- [see 12.5.]
 - Improved attendance will also generate a positive text message home to thank parents for their support this will include any child who moves out of the SA and PA categories
 - Any child who moves out of the SA and PA categories will be invited in for a positive meeting with the governors.

13. Attendance monitoring

- 13.1. The academy will use attendance data to identify any patterns of poor attendance so that barriers can be identified at the earliest opportunity and support put in place to prevent any issues worsening.
- 13.2. Weekly attendance will be monitored and analysed to see if there are any patterns or trends in the data that need further investigation, and targeted support will be provided. The analysis will be shared with relevant staff e.g. class teachers, form tutors, heads of year, SENCO, designated safeguarding lead (DSL) who will be expected to explore any issues with individual children and provide appropriate support.
- 13.3. The attendance of groups of children (e.g. year groups, boys and girls, children with Special Education Needs and/or Disabilities (SEND), will be monitored and analysed by the academy at least half termly, termly and annually across the academy. This data will be compared with local, regional and national levels to identify any areas of focus for improvement, and a report shared with the governing body.

14. Reducing persistent and severe absence

- 14.1. Persistent absence (PA) is when a child misses 10% or more of school, and severe absence (SA) is when a child misses 50% or more of school. For both PA and SA, the absence can be for both authorised and unauthorised reasons or a mixture of both.
- 14.2. PA and SA will always be regarded as a significant concern. Absence for whatever reason disadvantages a child by creating gaps in their learning. It also means they miss out on important aspects of social and emotional development that contribute to their overall wellbeing and can be an indication of a safeguarding risk.
- 14.3. The academy will use attendance data to identify those children who are **at risk of becoming PA** and intervene early to identify barriers to good attendance. Strategies may include:
 - Contacting home with a letter & text to indicate the at-risk factor.
 - Develop and maintain a whole school culture where everyone promotes the benefits of good attendance and celebrates good or improved attendance. (*Staged attendance reports*: Tutor – Progress lead – Attendance team/ Attendance champion/ SLT)
 - Support pupils and parents by working together to address any in-school barriers to attendance.
 - Hold daily or weekly check-ins to review progress and the impact of support from the school and any ongoing action plans. Welcome pupils back following an absence and provide, catch-up support to build confidence and bridge gaps (U3)
 - Instigate attendance plans for children at risk of becoming persistently absent to understand and address barriers to attendance; this may include provision of mentoring, careers advice, amended timetables, 1-2-1 tuition.
 - Consider the use of Penalty Notices as an early intervention tool for parentally condoned absence.

14.4. If a child meets the threshold for **persistent absence**, the academy will work in partnership with parents and the child to agree a voluntary early help plan. This may include referrals to and support from external services. Strategies may include:

- Prioritise home visits to these students to engage the parents.
- Implement attendance reviews/clinics as a process of escalating concerns where appropriate.
- Where the needs are wider and a whole family response is required, consider a Family Network Meeting and/or EHAP
- Contact Attendance Team to discuss legal intervention where support is not working or being engaged with.

14.5. If a child meets the threshold for **severe absence**, the academy will intensify its support strategies. This will include referrals to and support from external services. Strategies may include:

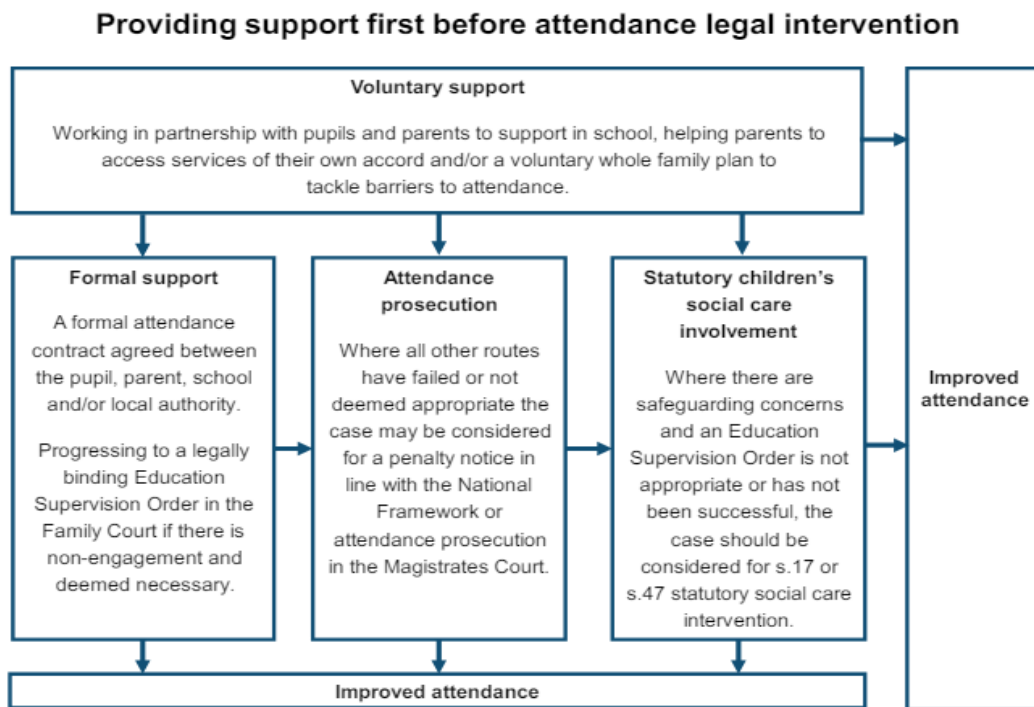
A concerted effort is needed across all relevant services to prioritise these children. All partners will work together to make this group the top priority for support – this may include specific support to overcome the barriers to being in school:

- Removing barriers to attendance, pupils' anxieties are not dismissed but are sensitively analysed – a safe place has been created in the school with a well-trained specialist (U3) that allows pupils to graduate back into the academy as part of a structured program (as phased return if necessary)
- Systematic analysis of attendance information, Noticing patterns

14.6. Children who are persistently or severely absent will be prioritised for support. The academy understands that absence is often a symptom of wider issues a family is facing and will always seek to understand these barriers and provide support. Where that is not successful, or is not engaged with, the law protects children's right to an education and provides a range of legal interventions to formalise attendance improvement efforts. In addition, individual cases may be referred to Children's Social Care. Attendance legal intervention will only be used as a last resort and after all other avenues have been exhausted.

15. Legal intervention

- 15.1. This diagram sets out how the academy may progress to legal interventions once all other support strategies have been exhausted. In making any decision to use legal interventions, the academy will always consider the individual circumstances of a family on a case-by-case basis.



- 15.2. In some circumstances, the academy may feel it is appropriate to use an attendance contract. An attendance contract is a formal written agreement between a parent and either the academy or the local authority. It is not legally binding but allows a more formal written agreement to support where a voluntary early help plan has not worked. An attendance contract is intended to provide support and offer an alternative to prosecution. Further details on attendance contracts can be found in [Working together to improve school attendance](#).
- 15.3. If an attendance contract is agreed but the parent does not comply with its contents, the academy and local authority may proceed to an alternative course of action including legally binding interventions and ultimately a prosecution. Again, this will always be a last resort after every attempt has been made to secure engagement.

16. National framework for penalty notices

- 16.1. Penalty notices can be issued to parents as an alternative to prosecution where a child's absence is recorded as unauthorised and that absence(s) constitutes an offence. Penalty notices can only be issued by the principal, or someone authorised by them, a local authority officer or the police.

- 16.2. While there is a national threshold for when it is appropriate to issue a penalty notice, the academy has a duty to consider each case individually in deciding whether this is an appropriate course of action.
- 16.3. The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes, all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).
- 16.4. A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion.
- 16.5. In deciding whether to issue a penalty notice, the academy will consider, on a case-by-case basis, whether this is the best tool to improve attendance or whether alternatives may be more appropriate. They will also consider any obligations under the Equality Act 2010 such as when the child has a disability.

17. Supporting children with specific needs

- 17.1. Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these children are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.
- 17.2. However, some children face more complex barriers to attendance. This can include children who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other child and therefore the attendance ambition for these children is the same as it is for any other child, but additional support may need to be provided.
- 17.3. This support will include:
- Understanding the individual needs of the child and family.
 - Working in partnership with the child and family to put in-school support in place and working with the local authority and other agencies where external support is needed (and available).
 - Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.
- 17.4. A sickness return to the local authority will be made for any child recorded in the attendance register as unable to attend because of sickness **and** there are reasonable grounds to believe the child will have to miss 15 consecutive school days or more for illness or the child's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.
- 17.5. In some cases, it may be appropriate to consider whether a time-limited phased return to the academy should be used to support children who are affected by anxious feelings about school attendance (see section 18).

- 17.6. For children with SEND, the academy will work in partnership with parents to reduce any barriers to attendance. This may include providing support or reasonable adjustments, working together with nursing services and mental health support teams or other external services.
- 17.7. If a child has an education, health and care plan (EHCP), the academy will communicate with the local authority where a child's attendance becomes a concern, or they become aware of barriers to attendance that relate to the child's needs.
- 17.8. Children with other vulnerabilities, such as those who have the involvement of a social worker, are looked after or previously looked after, are young carers or who are experiencing social barriers such as lack of housing and poverty, will also be provided with additional support that may include the assistance of a range of external agencies. The academy will work in partnership with the child and families to agree the package of support that is most helpful.

18. Part time timetables

- 18.1. In very exceptional circumstances, where it is in a child's best interests, there may be a need for the academy to provide a child of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a child from attending school or another setting full-time, and a part-time timetable is used to help the child access as much education as possible and as part of a reintegration package.
- 18.2. A part-time timetable will not be used to manage a child's behaviour.
- 18.3. Part-time timetables will be in place for the shortest time necessary and, unless there are exceptional circumstances, last no longer than 6 weeks. Formal written reviews will take place at least fortnightly and will include the child, parents and other professionals as appropriate.
- 18.4. The principal (or another member of the senior leadership team authorised by them) will agree to all part-time timetables. A lead member of staff with responsibility for monitoring the part-time timetable will be agreed, and they will provide information and updates to other relevant members of staff in the academy e.g. SENCO, DSL, pastoral team, as well as liaising closely with parents and the child.
- 18.5. A written agreement/plan between the academy, the child and the parent will be drawn up. It will record the details of the timetable including the proposed end date and responsibilities for safeguarding and review dates. Records of all review meetings will be added to the plan.
- 18.6. Where the child has a social worker, the academy will keep them informed and involved in the process.
- 18.7. If the child has an EHCP, the academy will discuss the part time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

19. Roles and responsibilities

- 19.1. The trustees and governors are responsible for:

- Promoting the importance of school attendance across the trust and academy policies and ethos
- Making sure academy leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole trust and academy
- Making sure staff receive adequate training on attendance
- Holding the principal to account for the implementation of this policy

19.2. The principal is responsible for:

- Implementation of this policy at the academy
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual children
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary

19.3. The senior attendance champion is responsible for:

- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Establishing and maintaining effective systems for tackling absence
- Using absence data to track and monitor whole school attendance and identify children or cohorts that require support
- Devising strategies to address poor attendance and remove any barriers
- Building relationship with parents and external agencies to discuss and address attendance issues
- Creating intervention and reintegration plans in partnership with children, parents and external agencies
- Delivering targeted intervention and support to children and families

19.4. The Academy's EWO is responsible for:

- Monitoring student attendance and addressing any issues.
- Working with students who may be facing various challenges.
- Conducting home visits.
- Working proactively to identify and support issues early.
- Delivering training sessions or workshops to the attendance team.
- Coordinating the involvement of various professionals.
- Developing comprehensive support plans and policies.
- Assisting students in transitioning between educational settings.
- Analysing data to identify trends, patterns, and areas for improvement.
- Ensuring effective communication between many parties, schools, parents, and external agencies, such as social services, mental health services, and law enforcement
- Advocating for the rights and welfare of students.
- Making referrals to appropriate services or support networks if necessary.
- Advising the principal or other authorised leader when to issue penalty notices
- Issuing fines and generating the paperwork for court referrals.
- Planning and Coordinating SAP and PAP meetings

- Planning GAP meetings for improved attendance.

19.5. The attendance officer is responsible for:

- Completing the daily attendance register
- Carrying out first day calls and subsequent daily absence calls
- Co-ordinating safe and well checks and home visits
- Monitoring and analysing attendance data
- Benchmarking attendance data against local, regional and national data to identify areas of focus for improvements
- Providing regular attendance reports to academy staff and reporting concerns to the senior attendance champion and principal
- Working with the academy's EWO to address persistent or severe absence

19.6. Class teachers/form tutors are responsible for:

- Recording attendance on a daily basis
- Regularly reviewing attendance data and implementing any agreed strategies when there is a concern
- Monitoring and mentoring any students on attendance targets
- Liaising with the attendance team.

19.7. Admin/office staff are responsible for:

- Taking calls from parents about absence on a daily basis and recording it on the academy system
- Transferring calls from parents to an appropriate member of staff who can provide them with more detailed support on attendance

19.8. Parents are responsible for:

- Making sure their child attends the academy every day on time
- Calling the academy to report their child's absence before 8:00 on the day of absence and each subsequent day of absence
- Providing the academy with at least 2 emergency contact numbers for their child
- Ensuring that, wherever possible, appointments for their child are made outside of the academy day
- Only requesting a leave of absence in advance and only for exceptional circumstances
- If appropriate, inform and work with the academy to address any issues with attendance at the earliest opportunity

19.9. Children are responsible for:

- Attend school every day on time
- Attend every timetabled session on time

20. Additional guidance and legislation

20.1. Relevant legislation

- [The Education Act 1996 and 2002](#)
- [The Children Act 1989](#)
- [The Education and Inspections Act 2006](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2004](#)
- [The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)
- [The Education \(Penalty notices\) \(England\) Regulations 2007, as amended](#)
- [The Education \(Information about individual pupils\) \(England\) Regulations 2013](#)
- [The Children and Young Persons Act 1933](#) and [1963](#)
- [The Equality Act 2010](#)

20.2. Relevant government guidance

- [Children Missing Education](#)
- [Keeping children safe in education](#) and [Working together to safeguard children](#)
- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [Elective Home Education](#)
- [Alternative provision: statutory guidance for local authorities](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- [Supporting pupils at school with medical conditions](#)
- [Arranging education for children who cannot attend school because of health needs](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#)
- [Preventing and tackling bullying](#)
- [Providing remote education](#)