Huish Episcopi Academy
The best in everyone™
Part of United Learning

Attendance Policy

Introduction

Here at Huish Episcopi Academy we believe it is of vital importance that our students have good attendance at school. This is a successful Academy and all students play their part in making it so. We aim for an environment which enables and encourages all members of the community to be proud to belong and to achieve of their best. For our students to gain the greatest benefit from their education it is vital that they attend regularly and should be at Glenmoor Academy, on time, every day the Academy is open unless the reason for the absence is unavoidable. It is very important therefore that you make sure that your child attends regularly, and this policy sets out how together we will achieve this.

Regular attendance at the Academy is of critical importance to a child's education. Evidence tells us that the pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment[1]. Any absence affects the pattern of a student's schooling and regular absence will seriously affect their learning. Any student's absence disrupts the learning of others in the same teaching groups by disrupting classroom routines. Ensuring your child's regular attendance at Huish Episcopi Academy is your legal responsibility and permitting absence from Huish Episcopi Academy without a good reason creates an offence in law and may result in prosecution.

Aims

An effective whole Academy culture of high attendance is underpinned by clear expectations, procedures, and responsibilities. To ensure all leaders, staff, pupils, and parents understand these expectations, and how they apply at Huish Episcopi Academy this policy sets out:

- Section 1: the practical procedures to be followed at Huish Episcopi Academy in relation to attendance
- Section 2: the measures in place at Huish Episcopi Academy to promote regular attendance by its registered pupils
- Section 3: the responsibilities of particular members of staff in relation to attendance
- Section 4: the action to be taken by staff if a registered pupil fails to attend Academy regularly

The Strategic Approach

Huish Episcopi Academy adopts the 5 Foundations of Effective Attendance Practice framework, this is modelled on the work of Professor Katherine Weare. The emphasis is on developing a school culture and climate which builds a sense of connectedness and belonging to ensure all children can attend school and thrive. The approach ensures we prioritise building solid working relationships with children, and parents, prior to escalation. The staged approach we follow ensures we identify triggers early that can lead to poor attendance issues such as mental health issues, lack of trust, communication and relationship breakdowns and the possible lack of networking opportunities both internal (in-school) and external (external agencies).

Aims of the 5 Foundations strategy

- Increase school Attendance and reduce Persistent Absence to meet set targets.
- Ensure Attendance is well managed within the school, with the appropriate level of resources allocated.
- Enable the school to make informed use of attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in the 2022 DFE paper.

[1] Working together to improve school attendance

Objectives

- create an ethos within the school in which good attendance is recognised as the norm and every child aims for excellent attendance.
- make attendance and punctuality a priority.
- set focused targets to improve individual attendance and whole school attendance levels.
- embed the 5 Foundations of Effective Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality.
- record and monitor attendance and absenteeism and apply appropriate strategies to minimise absenteeism.
- develop a systematic approach to gathering and analysing relevant attendance data.
- provide support, advice and guidance to; parents, children and develop mutual cooperation between home and the school in encouraging good attendance and in addressing identified attendance issues.
- Demonstrate, using rewards, that the school recognises good attendance and punctuality are achievements in themselves.

5 Foundations Of Effective Attendance Practice

5 Foundations of Effective Attendance Practice

The main aim of the framework is to ensure the school promotes a culture of good attendance and celebrates success. Ultimately, the framework will ensure there is a culture of feeling safe and school being a place where children want to be.

Positive health and emotional well-being are key factors in improving social development, school attendance and educational achievement. The 5 Foundations of Effective Attendance Practice model promotes, and supports, a whole school approach to mental health and emotional well-being; ensuring SEMH support remains a key driver in improving attendance for all children.

Each Foundation is supported by 5 Key Performance Indicators, these are used to ensure the school can embed the Foundations framework and understand the strategic direction regarding attendance improvement. Each year the school will use the 5 Foundations self-assessment tool to understand what works well and identify what we need to do even better. We then follow the 5 Foundations school improvement process to implement the attendance plan and ultimately improve the lives of children and families we work with.

Foundation 1
Whole School Thinking
Culture & Climate

The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. An escalated approach ensures the school has a deeply embedded and consistent whole school approach to improving attendance.

Foundation 2
Supportive Policies,
Systems and Processes

The approach to improving attendance is built on solid policies, systems and processes; this ensures sustainable and continuous improvement drives practice. Succession planning is built around an effective systems leadership model - rather than that of an individual Attendance Leader. The Attendance Policy drives school practice, it is deeply embedded in daily practise and ensures the school sets, and maintains, high expectations to improve the culture of attendance.

Foundation 3
Professional Learning
Staff Development

The school prioritises developing a fully engaged team of attendance experts, with a shared vision and core purpose. Through this development the Attendance Leader will raise the status of attendance and ensure improved attendance is both sustained and continuous. CPD will support staff at all levels to fully understand their role in supporting attendance. The development of external partnerships will support attendance improvements through a multi-disciplinary approach for identified children and families.

Foundation 4
Implement Targeted
Programmes And Intervention

Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. A rigorous and effective attendance cycle ensures the Attendance Leader not only captures key information but also further understands the 'deeper roots' that creates barriers regarding attendance to school.

Foundation 5
Connect Appropriately With Approaches To Behaviour Management

Connecting and belonging drives the school approach to supporting attendance - this is deeply embedded in an evidence-based approach. The school has effective routines in place that are followed by staff. Staff at all levels within the school understand the 'deeper roots' regarding poor attendance and this is supported through a systematic approach. The school has developed, and embedded, an effective rewards system to further drive attendance improvements and celebrate success.

DFE: Working Together To Improve Attendance 2022.

From September 2022 the DFE: Working Together To Improve Attendance paper will replace all previous guidance on school attendance except for statutory guidance for parental responsibility measures. The Secretary of State has committed to it becoming statutory when parliamentary time allows (this will be no sooner than September 2023).

The table below identifies how the 5 Foundations of Effective Attendance Practice will underpin the DFE 2022 paper.

DFE Summary of Expectations	Foundation 1 Whole School Thinking Culture & Climate	Foundation 2 Supportive Policies, Systems and Processes	Foundation 3 Professional Learning Staff Development	Foundation 4 Implement Targeted Programmes And Intervention	Foundation 5 Connect Appropriately With Approaches To Behaviour Management
Develop a whole-school culture that promotes the benefits of high attendance.	✓	✓	✓	✓	✓
Have a school attendance policy		✓			
Have day-to-day processes to follow up absence	✓	✓	✓		
Monitor and analyse data to identify those that need support		✓	✓	✓	
Engage with families, understand barriers to attendance and work together to remove them	✓			✓	✓
Provide additional support for pupils with medical conditions or SEND			✓	✓	✓
Share information and work collaboratively with others	✓	✓	✓	✓	
A new focus on persistent and severe absence		✓	✓	✓	✓
Find out what the DFE expects from other stakeholders		✓	✓	✓	

Section 1: Practical Procedures

This section sets out the practical procedures to be followed at Huish Episcopi Academy in relation to attendance are as follows:

- The attendance and punctuality expectations of pupils and parents, including start and close of the day, register closing times and the processes for requesting leaves of absence and informing the Academy of the reason for an unexpected absence.

- Information and contact details of the Academy staff who pupils and parents should contact about attendance on a day-to-day basis (such as a form tutor / class teacher, attendance officer, admin team etc) and for more detailed support on attendance (such as a head of year, pastoral lead or family liaison officer etc).

- The school's day to day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.

There are clear links from this policy to our safeguarding and child protection duties as set out KCSIE.

The Admissions Register (or "Academy roll")

1. As a school, we are responsible for keeping the Admissions Register up to date. This contains specific personal details of every pupil along with the date of admission or readmission to the school, information regarding parents and carers, and details of the last school attended.

2. We also hold emergency contact numbers for each pupil. It is our policy to hold more than one such number, so that we have options to contact a responsible adult should the need arise.

3. A pupil's name can only be lawfully deleted from the admissions register in very limited circumstances.

The Attendance Register

4. The roll call register will be taken at the start of each morning session of each Academy day and once during the afternoon session. On each occasion, the Academy will record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.

5. These records will be kept electronically to ensure accuracy and the timely sharing and analysis of information – all of which is critical to ensure good attendance.

Punctuality and Regular Attendance

6. The Academy day starts at 08:55am and finishes at 15:30pm unless a student is in an after-school detention.

Lateness

7. Poor punctuality is not acceptable. If a student misses the start of the day, they can miss essential work or information on the academy activities. Late arriving students also disrupt lessons, which can be embarrassing for the student and encourage absence. Students who are late to the academy will receive a lunchtime detention the following day for 20 minutes.

   How we manage lateness. The Academy day starts at 8.55am and we expect all students to be at line up from 8.45am ready for the start of the academy day. Students will be in form time from 8.50am.

8. Registers are marked immediately and submitted by 8.55am and a student will receive a late mark if they are not in form time by this time.

At 8.55am the registers will be closed. In accordance with the Regulations, if a student arrives after that time, they will receive a mark that shows them to be on site, but this will not count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Fixed Penalty Notice or prosecution if the problem persists.

Absence

9. Parents[2] must contact the Academy when their child is absent to explain that absence. This can be done as follows 01458254434 using the relevant extension number or via the Attendance office HuishAttendance@hea.ac.uk giving the following details:
   - full name of pupil;
   - pupil's Year group or Form;
   - Full name of person reporting absence and relation to child;
   - Reason for absence.

   This must be done for each day of absence.

10. Where a reason for the absence is not received by 9.00am on the day of the absence, the Academy will within 1 hour contact the parents on the same day to understand the reason for the absence (this is our aim in all instances, but may be delayed in unforeseen circumstances).

11. Where further unexplained absences occur, the Academy will make further contact with the parent (including carers and/ or social workers where appropriate). This will be with the aim of understanding **why** the absence has occurred, and **when** the pupil will return.

12. The correct absence code will be inputted into the Attendance Register as soon as the reason is ascertained.

    Granting a leave of absence will only be made in exceptional circumstances. Each application will be considered individually considering the specific facts and circumstances and relevant background context behind the request. There is no automatic entitlement in law to time off during academy time to go on holiday and at Huish Episcopi Academy holidays in term time will not be authorised. If the unauthorised holiday is taken which results in your son/ daughter's 5 or more days throughout the academic year a Penalty Notice will be issued through the Local Authority. The Penalty Notice can be a fine of up to £120 per parent per child. If a leave of absence is granted it is for the Headteacher to determine the length of the time the pupil can be away from school. It is extremely unlikely that a leave of absence will be granted for the purposes of a family holiday. To request a leave of absence please follow the procedures below:

    All applications for holidays in these exceptional circumstances must be made in advance and in writing or via email addressed to the Principal. In making a decision the academy will consider the circumstances of each application individually, including any previous pattern of absence in term time. It is important that you understand the circumstances when leave in term time will not be agreed by us:

    - In the month of September
    - When a student is just starting the at the Academy. This is very important as your daughter needs to settle into their new environment as quickly as possible
    - Immediately before and during assessment periods – GCSE or any other public examinations
    - When a student's attendance record already includes any level of unauthorised absence
    - Where a student's attendance rate is already below 97% or will fall to or below that level as a result of taking holiday leave
    - Holidays taken in term time due to lower cost/ parental work commitments
    - Holidays abroad for visiting sick relatives, except where that person is seriously ill (medical evidence may be requested to help with the decision)

[2] Throughout this document, the terms 'parent' and 'parents' are interchangeable and apply equally to 'parents and carers' and includes foster parents and social workers where relevant.

- Pilgrimages

Section 2: Promoting Regular Attendance

This section sets out the measures in place at Huish Episcopi Academy to **promote** regular attendance by its registered pupils.

- How the Academy is **promoting** and **incentivising** good attendance.
- The school's strategy for using **data** to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The school's strategy for **reducing persistent and severe absence**, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority
- The point at which **Fixed Penalty Notices** for absence and other sanctions will be sought if support is not appropriate (e.g. for an unauthorised holiday in term time), not successful, or not engaged with.

Promoting and incentivising

13. The Academy will:
    a) Treat all pupils and parents with dignity. Our staff will always seek to model respectful relationships to build a positive relationship between home and Academy that can be the foundation of good attendance.
    b) Regularly inform parents about their child's attendance and absence levels.
    c) Hold regular meetings with the parents of pupils who the Academy (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
    d) Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
    e) Make the necessary statutory data returns to the local authority.
    f) Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps. *This will be done based on the student context and supportive measures will vary from cases to case. For example:*
        - *Inclusion reintegration support*
        - *Graduated phased return in instances supported by medical evidence*
        - *Later starts and earlier finishes*
        - *Support passes to leave lessons before whole Academy transitions*
        - *Buddy support as part of the graduated support*
        - *SEMH support and school counsellor where appropriate*

Data Strategy

14. The Academy understands that as poor attendance is habitual, prevention and early detection is crucial. We will therefore undertake regular data analysis to:
    - both identify and provide immediate additional support to pupils and/ or pupil cohorts that need it;
    - look at historic and emerging patterns across the Academy and develop strategies to address them.

15. The Academy will typically carry out the following analysis:
    a) Monitoring and analysing weekly attendance (including punctuality) patterns and trends, including whether there are particular issues for some children on certain days;
    b) Patterns of attendance within sessions, to ensure that all pupils are attending all timetabled lessons
    c) Half-termly, termly and full-year data analysis of patterns and trends, including analysis of pupils and cohorts, identifying patterns in use of certain codes, days where attendance is typically poor and (where appropriate) subjects with low lesson attendance
    d) Benchmarking attendance data (at whole school, year group and cohort level) against Trust-level, local, regional and national data.

16. We will use this analysis to identify pupils who need support so that we can focus staff efforts on developing targeted actions for those students and to identify any common themes to support improvement planning. We will use the data to inform us regarding the impact of school-wide attendance efforts, including any specific strategies implemented, to evaluate approaches or inform action. We will also provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to Academy leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

Absence reduction strategy

17. We will devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher-than-average absence or for specific groups of students.

18. Data and reports will be shared with the Local Governing Body.

19. As part of promoting regular attendance the Academy will consider the issuing of Fixed Penalty Notices (see paragraph 29).

Pupils with medical conditions or special educational needs and disabilities

20. The Academy recognises that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil.

21. That said, in working with their parents to improve attendance, we will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This will include:
    a) Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed.
    b) Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
    c) Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, the Academy will work with families to help support routines where Academy transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main Academy day. Please see the School's SEN policy for further details on SEN support.
    d) Establishing strategies for removing the in-school barriers pupils may face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
    e) Ensuring joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about Academy attendance, recognising that such arrangements can be for a limited time only.
    f) Ensuring data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

22. Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see the School's policy on supporting pupils with medical conditions at school for further information.

23. In all cases, the Academy will be sensitive and avoid stigmatising pupils and parents; and talk to pupils and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

Part-time timetables

24. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. Please note that a part-time cannot be used as a reasonable adjustment for SEND, unless this is on a temporary basis and as advised by an external agency e.g., Educational Psychologist, CAMHS consultant.

25. A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. Formal arrangements will also be put in place for regularly reviewing it (minimum monthly) with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore will treat such absence as authorised. We will of course consider how best to support learning when a child is working on a part time timetable.

Section 3: Particular Responsibilities

This section outlines responsibilities of particular members of staff in relation to attendance.

- The name and contact details of the senior leader responsible for the strategic approach to attendance in school are Christopher Daniel, Vice Principal and DSL HuishAttendance@HEA.ac.uk. The Principal reserves the right to appoint another member of the senior leadership team as lead for attendance where appropriate.
- Responsibility for identifying unexplained absences on "day 1" will fall to year team and the Head of Year and Pastoral Support Worker, with support from the Attendance Officer.
- Responsibility for identifying further unexplained absences will fall to year team and the Head of Year and Pastoral Support Worker, with support from the school's Parent and Family Support Adviser (PFSA).
- Information and contact details of the Academy staff who pupils and parents should contact about attendance on a day-to-day basis is the year team; Head of Year and Pastoral Support Worker.
- More detailed support on attendance can be requested from year team and the Head of Year and Pastoral Support Worker, Attendance Officer or the Parent and Family Support Adviser.
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Section 4: Specific Action for Failure to Attend Regularly

This section sets out the action to be taken by staff if a registered pupil fails to attend the Academy regularly.

26. Where a pupil or family needs support with attendance, it is important that the best placed person in the Academy works with and supports the family. Wherever possible, we will keep this person consistent.

27. Where a pattern of absence is at risk of becoming, or becomes, problematic the Academy will draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing. In doing so, the Academy will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support.

28. In the first instance, the Academy will support pupils and parents by working together to address any in-school barriers to attendance. Those People Responsible For Attendance Matters In This Academy Are:
    - Attendance Officer
    - The student's Head of Year
    - The student's Pastoral Support Worker
    - The Designated Safeguarding Officer
    - Senior Leader with responsibility for Pastoral Care.

29. Where barriers are outside of the school's control, we endeavour to work together with all partners to support pupils and parents to access any support they may need. As a minimum, this will include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school, agreeing actions or interventions to address them and keeping those actions under regular review in discussion with pupils and families. This may include referrals to services and organisations that can provide support. Such as Early Help (FIS), School Inclusion, MASH and other local providers. Where absence intensifies, so will the support

provided, which will require us to work in tandem with the local authority and other relevant partners, as follows:

- If the needs and barriers are individual to the pupil this may include provision of mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, or where appropriate an education, health and care plan or alternative provision.
- Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.
- Where engagement in support is proving challenging, the Academy will hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the school's point of contact in the local authority School Attendance Support Team. The aim of these meetings will be to clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future but will also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.
- Where voluntary support has not been effective and/or has not been engaged with the Academy will work with the local authority to:
    - Put formal support in place in the form of a parenting contract or an education supervision order.
    - Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
    - Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour. Fixed penalty notice will be used for unauthorised leave of absence (such as term time holidays) and where absences are unauthorised below 90% attendance or 10 or more unauthorised sessions (equivalent to 5 days)
    - Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

30. In all cases, the Academy will monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, the Academy will work together with all parties to identify the reasons why and either adjust or change the approach.

Local Governing Body (LGB) Responsibilities:

31. The LGB recognises the importance of Academy attendance and will:
    - promote it across the school's ethos and policies.
    - Ensure Academy leaders fulfil expectations and statutory duties.
    - Regularly review attendance data, discuss, and challenge trends, and help Academy leaders focus improvement efforts on the individual pupils or cohorts who need it most.
    - Ensure Academy staff receive adequate training on attendance.

32. The LGB will also ensure:
    - that the attendance policy and its contents are generally made known within the Academy and to parents of registered pupils at the school, and
    - that steps are taken at least once in every Academy year to bring the attendance policy to the attention of all those parents and pupils and all persons who work at the Academy (whether or not for payment).

Summary

The Academy has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents/carers have a duty to make sure their sons/daughters attend and arrive on time. All Academy staff are committed to working with parents and students as the best way to ensure as high a level of attendance as possible.

'There is a clear link between poor attendance at school and lower academic achievement. Of students who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades 9 to 4 including Maths and English. 73 per cent of students who have over 95 per cent attendance achieve five or more GCSEs at grades 9 to 4'.

https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School_attendance_parental_responsibility_measures_statutory_guidance.pdf

'Nationally only 20% of students with attendance below 80% achieve 5 grade 4 and above at GCSE'.

How We Manage Attendance at Huish Episcopi Academy:
Subject teachers are responsible for:

1. Accurately completing a register in every lesson and monitoring patterns of attendance on the MIS.
2. Highlighting and discussing problems of non-attendance with their Head of Year or curriculum team leader and putting in place appropriate interventions to improve attendance to their lessons.
3. Being aware of students that they teach who are identified as persistent or severe absentees.

Form Tutors are responsible for:

1. Accurately completing the statutory AM and PM registration for students in form time
2. Monitoring attendance figures daily and weekly
3. Welcoming back students who have been absent and reading all letters of explanation regarding absence and making the correct insertion in lesson monitor. **No 'N' code can stay on the register for more than 1 week**
4. Pursuing any absences which have not been explained, by either contacting the parent/carer directly, asking the Attendance Officer to do so, or notifying the appropriate Head of Year
5. Identifying any 'patterns' of absence and notifying the appropriate Head of Year of their concern
6. Contact home for any students who have attendance concerns but are above 93% attendance
7. Highlighting and discussing attendance targets, procedures and issues with members of their tutor group
8. Being aware of any students who are identified as *Persistent* or *Severe* Absentees and notifying the Head of Year/ Attendance Officer immediately of their absence.

Heads of Year are responsible for:

1. Ensuring that all teachers and tutors complete their attendance responsibilities.
2. Checking all registers weekly and pursuing any unexplained or 'suspicious' absences passed from tutors with parents/carers.
3. Highlighting any unauthorised absences and discussing strategies with form tutors.
4. Monitoring weekly attendance figures for the Academy and supplying reasons why the % return is lower than 97% to Attendance Officer and Vice Principal (Pastoral), or a designated Assistant Principal.
5. Monitoring and developing action plans for all students who are identified as having persistent or severe absence to improve attendance.
6. Meeting with parents/carers referred by the Attendance Officer or Parent and Family Support Adviser.
7. Liaison with parents/carers, tutor, Heads of Department and teachers re: the setting of suitable work for students as the need arises and arranging for it to be taken home and returned to the academy
8. Update staff when students are expected to be absent for longer than two days and when the students return so that a smooth and supportive reintegration can take place.

Attendance Officer / Parent and Family Support Worker have responsibility for:

1 Ensuring that up to date and detailed attendance information is available for the Attendance Team meetings
2 Sending a letter home to any student who has attendance below 97% and also 92%; if no improvement has been made after two weeks contact parent/carer by phone; if there is no improvement after two weeks then refer to Head of Year who will meet with parents/carers as a matter of urgency.
3 Working with families to provide either reintegration programme or take legal action
4 Liaising with appropriate outside agencies
5 Completing MIS inputting the correct code/comment for students who arrive after registration closes
6 When notified of student absence via telephone inputting the correct code/comment into Arbor
7 Initiating Attendance text messages/ absence phone calls to parents of students where there is unexplained absence or lateness to school
8 If a pupil is absent for five school days without a contact being received from parents, a "welfare" home visit will be made by our PFSA. This is a safeguarding procedure and is an expectation from the Local Authority
9 Providing absence reports for parents' evenings
10 Preparing follow up letters and communication based on intervention outcomes
11 Liaising with Local Authority
12 Convening Attendance Panel when necessary
13 Collating all attendance figures for both internal and external use:
   a) below 97%
   b) % individual
   c) % tutor group
   d) Key groups, e.g. PP, SEN and LAC/PLAC
   e) lateness figures
   f) Attendance certificates for Head of Year and Progress Leaders

Vice Principal (Pastoral) is responsible for:

1 Overseeing all aspects of the attendance monitoring system through weekly returns and regular reports from Heads of Year and attendance team
2 Working with the Heads of Year and Attendance Officer to agree strategies in the most difficult cases of student absence
3 Liaising with the Attendance Officer re truancy sweeps
4 Compiling 'whole-Academy' attendance data as required by the Principal/Governors/United Learning
5 Reporting regularly to the Principal concerning all aspects of attendance
6 Completing any United Learning, Local Authority or national forms regarding attendance/ absence statistics as the need arises
7 Considering all requests for holiday in term time in conjunction with the Principal

Monitoring – Summary

1 Daily tutors will take register and chase notes or ask the attendance team to do so, update absence list and inform the Heads of Year of concerns. Persistent lateness should be noted. **Weekly** complete absence returns. **No 'N' code can stay on the register for more than one week**
2 **In every lesson** teacher will register all students on the MIS.
3 'First Day of Absence Check' students may be contacted at home by office via text message/ phone call
4 Every **2 weeks** the Heads of Year will look at percentage figures for each tutor group and recognise the tutor group with the highest attendance
5 Every **2 weeks** each Head of Year meets with the Attendance Office attendance to address all students with attendance below 97% and review and confirm actions. Phone calls, letters and parental meetings will then be actioned by the attendance team raising the concern.

Truancy Checks

Can take place throughout the day through the MIS – Heads of Year should set up monitoring groups in the MIS and check on a lesson by lesson basis. The Attendance Officer contacts parents and carers between 9.00am – 10.30am.

Attendance Planning Meeting

In cases of very poor attendance where the academy is about to initiate legal proceedings, parents/carers will be invited to an attendance planning meeting with their daughter's Head of Year, Education Social Worker/ Attendance Officer to clarify reasons for absence, parental responsibilities and the legal process. Further support that the academy can offer will also be outlined.

Huish Episcopi Academy response to U codes

Type of Action		Who is responsible?	When does it occur?
1.	U or N codes	Attendance Officer	Monitored daily
2.	Monitoring by the Attendance Officer	Attendance Officer	Monitored daily
3.	Head of Year monitoring of patterns and individual students	Attendance Officer and Head of Year	2 weekly meetings with ESW and AO
4.	Text messages/ Phone Call to parents	Attendance Officer	On continued U codes
5.	Letter is sent out if there is still no improvement. This requests an attendance meeting between the AO and PSW	Attendance Officer, PSW and Head of Year	On continued U codes
6.	Letter is sent informing of Fixed Penalty fine	HoY and VP	On continued U codes
7.	Issuing Fixed Penalty notice fine	Somerset Council	
8.	Failure of Parent/ carer to pay the fine will lead to a warning letter	Somerset Council	
9.	Prosecution made if the parent/ carer still does not pay the fine	Somerset Council	

Huish Episcopi Academy response to attendance below 97%

Type of Action		Who is responsible?	When does it occur?
1.	Monitoring of students with less than 97% attendance in all year groups	Attendance Officer, Heads of Year and Vice Principal	Monitored weekly
2.	Meeting between Heads of Year and the Education Social Worker and Attendance Officer to explore patterns and evidence for individual students	Attendance Officer, PSW and Heads of Year	Monitored every 2 weeks
3.	1st attendance letter sent home for students with attendance at less than 97%	Attendance Officer, PSW and Heads of Year	When drop below 97% has been identified
4.	If there is no improvement as result of the letter 1 or no medical evidence supplied, and attendance falls below 93% then a parental meeting is arranged by phone / letter 2	Attendance Officer, PSW and Heads of Year	2 weekly after Letter 1
5.	If there is no improvement as result of the parental meeting and attendance drops below 90%, a Penalty Notice Warning Letter (letter 3) is sent. A Parental Order is signed along with a Student Attendance Agreement	Attendance Officer, PSW and Heads of Year	2 weeks after parental meeting
6.	A 4-week Penalty Notice Warning Letter review period will be put in place to allow an improvement in attendance to be shown. At least 90% attendance is expected during the three-week review period	Check of three-week review period progress will be made by Attendance Officer, PSW and Heads of Year	
7.	If no improvement in attendance shown during Penalty Notice Warning review period, Penalty Notice fine to be requested through the Local Authority	Attendance Officer and Heads of Year, Vice Principal and Somerset Council	
8.	If there is no improvement as result of Penalty Notice Fine or the fine is not paid to the Local Authority, legal prosecution to be initiated and submitted to Local Authority	Attendance Officer, Vice Principal and Somerset Council	
9.	Submit to Magistrates Court.	Somerset Council	

Date of last review	September 2023	Review period	1 year
Date of next review	July 2024	Author	United Learning
Type of policy	Statutory	Approval	LGB – September 2023
Vice Principal	Christopher Daniel, September 2023		