ACET
Striving for **Excellence**
Empowering Achievement
Shaping **Learning**

Attendance & Punctuality (Senior)

DATE: September 2026
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APPROVED BY: Trustees (Curriculum and Standards Committee)

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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice

Policy Lead / Author	Strategic Director for Behaviour / A. Green

Version Number	***Date Issued***	***Updated Information***
V1	December 2024	• Roles and responsibilities of stakeholders • Newly updated for the most recent guidance • Trigger model and flow chart explaining the process Day to day processes and what to do with absence Supporting students with medical needs added Leave of Absence – sessions for exceptional circumstances increases from 2 to 4 days (or equivalent sessions)
V2	October 2025	• No amendments
V2.1	March 2026	• Updates in section 4.1 and 4.2 around when an EWO can do a home visit • Update in section 8 on how data is analysed through the use of attendance bandings • New section 13 showing the use of our most common codes
V3	September 2026	• Opening equality impact statement • Clear instruction that attendance is a safeguarding matter • More detail around Severe Absence, Mental health, EBSA and CME • Clarity around trust data monitoring • Clarity relating to EHE and remote learning to match up with other policies

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This Policy has been developed in conjunction with DfE and LA Guidance. It is written taking into account the principles set out in Working Together to Improve Whole School Attendance. Reference to parent/carer throughout this document also includes any person who has parental responsibility or who cares for them.

Equality Impact Statement

ACET has carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

In developing and implementing this policy, we have considered the potential impact on pupils with the following protected characteristics:

- Disability (including SEND and long-term medical conditions)
- Race and ethnicity
- Religion or belief
- Sex
- Pregnancy and maternity
- Gender reassignment

We recognise that some pupils may face greater barriers to attendance due to their protected characteristics, and we are committed to:

- Making reasonable adjustments to support attendance where required
- Monitoring attendance data by protected characteristics to identify and address disparities
- Ensuring our approach to attendance is fair, proportionate, and takes account of individual circumstances
- Providing targeted support to pupils who face barriers to attendance
- Working in partnership with families and external agencies to overcome barriers

This policy will be reviewed annually, and the equality impact will be reassessed as part of that review process. Any concerns about the impact of this policy on pupils with protected characteristics should be raised with the Senior Attendance Champion or the Principal.

1. Aims and Principles of Good Attendance

In line with DFE guidance, all schools are expected to appoint a Senior Attendance Champion who has strategic oversight of whole school attendance. The contact details of Aston Academy's Senior Attendance Champion are:

Name: Phil Wilson

Position: Vice Principal – Senior Attendance Champion

Aston Academy is committed to maximising the achievement of all students. Improving attendance is everyone's business.

A broad and balanced education is dependent on regular attendance at the academy.

The Department for Education states that 'Students with the highest attainment at the end of Key Stage 4 (GCSE summative examinations) have higher rates of attendance compared to those with the lowest attainment'.

As a result, there is a clear and unquestionable link between good attendance and educational achievement. Good attendance is an important consideration when applying for any Post-16 placement and a student's attendance should be as important as a subject grade or reference.

Regular and punctual attendance is vital if students are to benefit fully from the academic, personal and social opportunities, which are offered to them within the academy.

Parents/carers play an important role in supporting the academy and encouraging students to reach good attendance levels.

Where absence is identified as a concern the academy will work with parents/carers in a timely manner to support both the students and their family to improve attendance to the academy.

The academy will always take appropriate action to promote and encourage good attendance through our ACET Attendance Pathway initiative.

At each phase of intervention through the ACET Attendance Pathway the academy will work with parents and carers to implement effective intervention to raise student attendance.

1.1 Attendance as a safeguarding indicator

ACET recognises that poor attendance, persistent absence, severe absence, emotionally based school avoidance, repeated lateness and unexplained absence may be indicators of wider safeguarding concerns. Attendance concerns will therefore be considered alongside all other information held about a child and their family.

Attendance concerns may indicate:

- Mental health difficulties
- Neglect
- Child criminal exploitation
- Child sexual exploitation
- Online harms
- Radicalisation
- Domestic abuse
- Unmet SEND needs
- Risks associated with Elective Home Education

Attendance staff must work closely with Designated Safeguarding Leads (DSLs) where concerns are identified.

2. Statement of Expectations

What the academy expects of our students:

The academy day begins at 8:30 at which point all students are expected on site and in their Period 1 lesson.

At 8.30am registration is formally taken by the Period 1 member of staff.

The academy day ends at 3.00pm following period 5.

Students are expected to attend the academy every day. If a student is unable to attend, the academy must be informed promptly and before the start of the academy day.

The academy day is as follows:

The registers close at 9.00am. All students who arrive prior to 9.00am are marked present for the morning session.

Any student who arrives after 9.00am will be coded U (late after the register has closed) which is an unauthorised absence.

Students arriving after 9.00am will not receive their attendance mark for the morning session.

All students are expected to arrive on time to all sessions within the academy day and be ready to learn.

All students who arrive late must report to main reception.

Students who arrive late before the register has closed will be coded (L) and be directed to their first lesson. The year team or form tutor will pick up your lateness.

All students who arrive late after the closing of the register must report to the Attendance Office and sign in. Students will be coded (U)

3. Roles and Responsibilities

3.1 Students

Ensure they attend the academy every day on time by 8.20am

Attend all lessons on time as per their timetable

3.2 Involvement of Parents/Carers

The DFE guidance states that *'where parents decide to have their child registered at school, they have an additional* ***legal duty*** *to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance of school.'*

In line with this guidance the academy expects that all parents/carers will:

Ensure their children attend the academy **every day** and on time.

Ensure that they **contact the academy every day that their child is unable to attend**

Ensure their child arrives on time and is well prepared for the school day [full uniform, equipment, completed homework etc.]

Contact the form tutor, Pastoral Team or the Attendance Team whenever any problem occurs that may keep their child away from the academy.

Inform the Attendance Office and seek authorisation for any forthcoming Leave of Absence requests or appointments should be arranged appointments outside of the academy day.

Ensure the continuity of their child's education by **not taking holidays during term time**.

When reporting a child's absence, parents **must** contact the academy confirming the child's name, why they are not in school and when they will be back in school.

3.3 Key Contacts for Parents:

At **Aston Academy**, the following are the additional key contacts for parents in relation to attendance.

Attendance Hotline: 0114 287 2171 (option 3)

Attendance Email: aa-attendance@astonacademy.org

Reception: 0114 287 2171

Principal: Mr James Graham

Assistant Vice Principal (attendance): Phil Wilson

Attendance Manager: Sulena Ellinger

Attendance Officer: Lynn Jefferies

Education Welfare Officer: Barry Wheatcroft

3.3 The Governing Body

The Governing Body supports the academy in its efforts to raise attendance. To facilitate this role, they will receive attendance information through the Principal's reports. Parents, staff and students will be made aware of this Policy and reminded periodically of its contents.

3.4 Senior Leader with Designated Responsibility for Attendance:

The Senior Leader with designated responsibility for attendance will ensure the implementation of the attendance action plan.

The specific responsibilities of the Senior Leader with responsibility for Attendance include:

- Academy wide vision for attendance underpinned by high expectation and core values
- Leading on the creation of a culture of good attendance in the academy
- Contribution to the academy attendance policy working in collaboration with ACET
- Creation and review of the academy attendance plan for improving academy attendance and reducing persistent and severe absenteeism
- Presenting to the Principal on Attendance Panels
- Responsibility for registration procedures throughout the academy
- Interrogation of the impact of all attendance driven interventions
- Lead on persistent and severe absence tracking
- Delegation of key pupil groups for intervention as identified through the persistent and severe absence tracker
- Reporting on attendance to LT and Governors
- Identifying students for, and leading on, attendance driven 'Team Around the Child Meetings'
- Representative at ACET attendance meetings
- Lead on attendance specific whole school rewards
- Contribute to Attendance Meetings

3.5 Attendance Team

The Attendance Team is responsible for the administration of attendance procedures within the academy. They are responsible for liaising with all stakeholders to ensure that attendance procedures are effective. Their sole responsibility is to improve academy attendance and reduce persistent absenteeism.

The specific responsibilities of the attendance manager include:

- Collection of data for attendance
- Ensuring the students identified through the persistent absentee tracker are targeted for daily phone calls as a priority

- Monitoring of the N codes and ensure these are cleared daily
- Production of attendance reports for form tutors and LT on a weekly basis
- Leading on all aspects of persistent and severe absence, including legal routes and fixed penalty notices
- Participation in attendance panels
- Ensuring all classroom registers are completed and log daily points of failure to liaise with Senior Leaders within the academy
- Leading on clearing of code N
- Leading on punctuality monitoring including late to lesson
- Monitoring absence triggers for letters
- Leading on the distribution of attendance letters including FPN pathway as directed by Pastoral Teams
- Supporting the Attendance Manager in regard to attendance displays, social media and rewards

3.6 Education Welfare Officer

The EWO is responsible for tracking, monitoring and intervention for students who are severely and persistently absent. They will prioritise home visits to families where the attendance of the child is below 90% or in danger of falling below 90%. They have an additional responsibility for tracking and monitoring the attendance of severely absent students; those with an attendance of below 50%. This is a key role for the liaison between external agencies and the academy.

The specific responsibilities of the EWO include:

- Working with specific families to develop attendance support plans which identify, and mitigate against, barriers to attendance
- Leading as the 'Get out of PA' family liaison
- Leading on the home visits strategy
- Making first day phone calls for designated cohorts of students
- Undertaking daily home visits for identified students
- Completing the home visit tracker daily
- Liaising with external agencies and safeguarding
- Leading on all CME issues, in partnership with the DSL
- Liaising with the LA and the Principal regarding
- EHE requests
- Meeting with parents to improve attendance

3.7 Class Teacher

Registers taken by class teachers form an overall picture of attendance and ensure we are aware of the location of all students in the academy. It is a very important document with regards to registration and safeguarding. The class teacher must ensure that attendance to lessons is as high as possible.

The specific responsibilities of a class teacher include:

- Completing an accurate, verbally taken, register within the first 5 minutes of the lesson
- Ensuring the register is refreshed prior to taking. This will update the register with the most up to date information including existing codes.
- Informing the attendance team and Pastoral Team of any suspicious absence immediately. (Students who have been marked present earlier in the day but absent from lesson)
- Amending the register quickly in the case of late arrivals
- Noticing when students have returned from absence and welcoming them back into lessons positively

3.8 Form Tutor

The form tutor is a key pastoral role within the academy. Form tutors are responsible for a specific group of students who they will meet each day. They are responsible for ensuring that students are reviewing their attendance weekly, through specific form time activities.

The specific responsibilities of a form tutor include:

- Celebration of excellent attendance.
- Individual mentoring of students with poor attendance
- Maintaining a form group display which includes attendance summaries
- Discussing attendance with parents, including to congratulate those with excellent attendance
- Discussing attendance at parent engagement evenings
- Challenging poor punctuality from the previous day

3.9 Pastoral Team

The Pastoral Team are a crucial link between the academy and home and they should have strategic overview of the attendance of the pupils in their year group.

The specific responsibilities for the pastoral team include:

- Engaging with the attendance data and analyse patterns, using these to direct interventions and further action
- Liaising with attendance team on all matters relating to attendance and punctuality of the students in their year group
- Liaising with senior leaders about major concerns within their year group
- Assisting with daily phone calls to clear N codes
- Attending meetings related to attendance concerns within the year group
- Delivering assemblies
- Maintaining a weekly focus and raising the profile of good attendance
- Delivering rewards via year team and whole school attendance initiatives

4. Attendance Protocol – The academy's day to day processes:

Students are expected on site by 8.20 am and are registered by Period 1 classroom teacher at 8:30am, submitted by no later than 8.40pm.

Afternoon registration takes place at 1.00pm. Submitted no later than 1.10pm

The academy will adopt the following non-negotiable procedures in relation to the daily monitoring of absence:

Voicemail and email procedures will begin promptly at 7.30am. The Attendance Team will decide upon any necessary follow up phone calls.

Absence calls will be directed straight to the Attendance Team.

The Attendance Team will make proactive phone calls to parents/carers of students who are at risk of persistent absenteeism or severe absence.

First Day contact procedures will commence following registration and consequent (N) codes.

Parents will receive a phone call, follow-up text message if no response, a follow-up phone call and a home visit if the academy feels one is necessary, such as a safeguarding risk.

All students late to the academy will be registered as (L)

All students that are in the academy after 9:00 are registered as (U) and classed as unauthorised absent for the morning session based on new guidance.

Students who are at risk of persistent absenteeism have their attendance monitored daily by the Attendance Team

All (N) codes must be cleared by the end of the day and no later than 3:30pm

Attendance data is available each day and can be communicated via the attendance office.

4.1 Attendance Protocol – The academy's day to day processes following contact from parents:

Where parents or carers have contacted the academy in order to explain their child's absence the Attendance Team may still make contact regarding the child's wellbeing and possible length of absence.

In the event of long-term absence, the academy will adhere to the following procedure:

Day 1 – 5 – the academy will continue to liaise with parents regarding absence. It is likely that on day 3 of absence the attendance team will phone home following on from parental contact explaining absence. This will be in order to enquire about the child's wellbeing and their likely return to the academy.

No later than 5 days from the first day of absence a safe and well check will be made by our education welfare officer.

4.2 Attendance Protocol – The academy's day to day processes following no contact or communication with parents:

Where parents or carers have not contacted the academy in order to explain their child's absence the Attendance Team will make contact regarding the child's wellbeing daily.

This contact will be a phone call in the first instance. Where the academy has been unable to make contact over the phone a safe and well text message will be sent requesting contact from parents or carers.

Where no contact has been established with parents and carers, the academy will adhere to the following procedure:

Day 1 – phone call attempted and, where no contact, a safe and well text sent.

Day 2 – phone call attempted and, where no contact, a safe and well text sent.

Day 3 – phone call attempted and, where no contact, a safe and well text sent. Where the academy has been unable to establish contact with parents/carers by the end of Day 3, a home visit will be completed as standard practice to complete a safe and well check. This visit will be conducted by our Education Welfare Officer or a member of the pastoral team.

If at any point during this process there are safeguarding concerns, immediate action will be taken in line with our Safeguarding and Child Protection Policy, including referral to the Designated Safeguarding Lead and, where appropriate, to Children's Social Care or the police.

Our attendance team will routinely make home visits on a daily basis as a core part of their work. This is a very important part of their work in order to enquire about the wellbeing of students who are unaccounted for and to work with parents in order to transition the student back to the academy. These visits can be made at any point during a period of absence.

5. What parents and students can expect of the academy

A broad and balanced education that is dependent on regular attendance at the academy.

The encouragement and promotion of good attendance

Regular, efficient and accurate recording of attendance

Contact with parents in a timely manner when a student fails to attend the academy without providing good reason. The Aston Community Education Trust Pathway initiative prompts discussions and meetings around attendance following 3 days of absence within a 4-week period.

The academy will act promptly in response to any problems notified.

Close liaison with Early Help to assist and support parents and students where needed.

Notification to parents/carers of their child's attendance record through ClassCharts app

The Attendance Office will record all attendance related incoming messages from parents.

Academy and year group attendance data will be collected, analysed and monitored. The academy will respond to any areas of concern identified.

The Trust recognises its duties under the Equality Act 2010. Attendance concerns involving pupils with SEND will be considered within the context of their identified needs and any reasonable adjustments required, such as phased returns, adjusted start and finish times and / or modified timetables. This will be monitored through EHCP annual reviews and graduated SEND support.

5.1 Severe absence

A student will be considered severely absent where their attendance falls below 50%.

Severe absence will trigger enhanced intervention, which may include:

- Attendance panel meetings
- Early Help assessment
- Multi-agency planning
- Children's Services involvement where appropriate
- Individual attendance support plans
- Alternative provision consideration
- Regular safeguarding reviews

5.2 Mental health and attendance

The Trust recognises that anxiety, trauma, neurodiversity and other mental health needs may affect attendance.

Where attendance concerns may be linked to mental health difficulties, academies will seek to:

- Understand barriers to attendance
- Work collaboratively with parents/carers and external agencies
- Provide reasonable adjustments where appropriate
- Consider phased returns and support plans
- Ensure attendance intervention remains supportive as well as challenging

5.3 Child Missing in Education (CME)

A child is considered to be missing education when their whereabouts are unknown, they are not receiving suitable education, or there are safeguarding concerns about their welfare.

Definition of CME: A child of compulsory school age is considered missing education if they are:

- Not on a school roll and not receiving suitable education otherwise

- On a school roll but their whereabouts are unknown
- Absent from school without authorisation and attempts to contact the family have failed

Pathway of referral:

Timescale	Action	Responsibility
Day 1	First-day contact procedures (calls, texts)	Attendance Team
Day 2-3	Continued contact attempts; welfare checks	Attendance Team/EWO
Day 3	Home visit if no contact established	EWO
Day 5	If whereabouts unknown: DSL notified and CME referral considered	DSL/Attendance Lead
Day 10	If whereabouts still unknown: CME referral made to Local Authority	DSL/Principal
Immediate	If significant safeguarding risk identified: police welfare check requested	DSL

Notification to Local Authority:

The academy has a statutory duty to notify the local authority when we remove a pupil from our roll, except where the pupil is:

- Moving to another school (and we have confirmation of this)
- Moving out of the area and we have an address

We will make a CME referral to the local authority where:

- A pupil's whereabouts is unknown after reasonable enquiries
- A pupil has been absent for 10 consecutive school days without authorisation
- A family has indicated they are moving but we have no forwarding address or destination school
- There are safeguarding concerns about a pupil who is not attending

All CME concerns will be treated as potential safeguarding matters. The Designated Safeguarding Lead will be involved in all CME cases and will consider whether a referral to Children's Social Care is appropriate.

5.4 Emotional Based School Avoidance (EBSA)

Where attendance concerns appear to be linked to anxiety or emotional distress, academies will adopt a graduated and supportive approach. Where appropriate, medical or professional evidence may inform the support plan.

6. Rewards and incentivising attendance

It is important to acknowledge, incentivise and reward good attendance. The following approach to rewards and recognition are in place:

Awards Assemblies that recognise 100% attendance across an academic year

Year group incentive leagues that recognise good attendance

Academy presentation evenings that recognise 100% attendance

The 100 Club Reward Scheme

Half termly most improved attendance award. Certificates may be awarded to students with high attendance rates and significantly improved attendance.

At the end of the year, certificates and 100% Attendance Badges may be awarded to all those with 100% attendance.

Verbal praise for form tutor time

Targeted incentives that are thematic throughout the year

Attendance desktops that have pop ups on a student's log in regarding 100% attendance

Academy wide praise culture

7. Reintegration into the academy after absence

The Academy will endeavour to support students returning to school after a long period of absence.

School staff and Early Help, will liaise closely on this issue and employ appropriate reintegration strategies, incorporating 'Intervention Mentors', 'Pastoral Support Programmes', 'Individual Education Plans'.

Looked After Children (LAC) will be supported following significant disruption to their education by implementing a Personal Education Plan. Students could be referred to the Education Support Team for LAC for support with reintegration, where appropriate.

The academy operates a positive reintegration after absence. Form Tutors will welcome all students back to the academy after any absence.

8. How the academy uses data to target improvements in attendance and persistent absenteeism:

The academy tracks and monitors attendance data using the following:

- OFSTED data dashboard to show three-year trends in regard to whole school attendance and persistent absenteeism
- Power Bi for trust wide comparisons to national averages
- Class Charts to see trends and patterns in absence
- Persistent Absence Tracker that is updated daily for ongoing intervention
- Monitoring and intervening with students who are severely absent to school

The Aston Community Education Trust Pathways that identify when a student hits an absence trigger to support parents/carers in improving a student's attendance.

Students Attendance Bands will be analysed monthly (see key below)

Key	100-95	95-90	90-85	85-80	80-75	75-70	70-65	65-60	60-55	55-50	50-45	45-40	40-35	35-0
Band	1	2	3	4	5	6	7	8	9	10	11	12	13	14

The longer absence goes unchallenged the more likely it is to become embedded within a student's approach to education. The academy operates waves of intervention that are graduated to ensure we support our families in improving student attention. Once a trigger has been identified through the ACET Attendance monitoring pathways, waves of intervention will be agreed through Attendance Support Plans and Attendance Panels.

ACET as a trust will monitor attendance data by:

- Academy
- Year group
- Gender
- SEND
- FSM
- Looked After Children
- Ethnicity
- Other protected characteristics

Monitoring should include:

- Persistent absence
- Severe absence
- Punctuality
- CME cases
- EHE withdrawals
- Attendance intervention outcomes

ACET will monitor attendance data at the following intervals:

Daily:

- Individual pupil absence (by Attendance Team)
- Persistent and severe absence tracking (by Attendance Team and EWO)
- First-day contact and home visits (by Attendance Team and EWO)

Weekly:

- Year group attendance (by Pastoral Teams and Senior Attendance Champion)
- Class/form group attendance (by Form Tutors)
- Punctuality data (by Pastoral Teams)

Monthly:

- Attendance by protected characteristics (by Senior Attendance Champion)
- Persistent absence rates by cohort (by Senior Attendance Champion)
- Severe absence cases (by Senior Attendance Champion and DSL)

Termly:

- Whole school attendance trends (by Senior Leadership Team)
- Comparison with national and trust averages (by Principal)
- Impact of interventions (by Senior Attendance Champion)
- Reporting to Local Governing Body (by Principal)
- Reporting to Board of Trustees (Executive Team)

Annually:

- Full equality analysis of attendance data (by Senior Attendance Champion)
- Review of attendance policy and procedures (by Principal, Executive Team and Trustees)

8.1 Action on Identified Disparities

Where monitoring identifies disparities in attendance rates for pupils with protected characteristics, the academy will:

- **Investigate the underlying causes** through consultation with affected pupils, families, and staff
- **Identify barriers to attendance** specific to that group
- **Develop targeted interventions** to address identified barriers
- **Implement reasonable adjustments** where appropriate
- **Monitor the impact** of interventions on a monthly basis
- **Review and adjust** strategies based on effectiveness

Report findings to the Local Governing Body and incorporate into the academy's equality objectives.

This analysis will feed directly into:

- The academy's equality objectives
- The School Improvement Plan
- Staff training priorities
- Resource allocation decisions

9. The academy's strategy for reducing persistent and severe absence

Any student who is identified as persistent or severely absent from the academy will be identified through the ACET attendance pathway in order to intervene and support students.

At **Aston Academy** we identify, half termly, those students who are categorised as:

Persistently absent – with an attendance of 90% or below

Severely absent – with an attendance of 50% or below

For all students who have been identified as persistent or severely absent the school will act in line with DFE guidance detailed in Working Together to Improve Whole School Attendance by:

- Ensuring that they understand the individual needs of the student and their family
- Working in partnership with the student and their family to put in-academy support in place
- Working with the local authority and other agencies where external support is needed and available
- Working with families and other agencies to ensure the regular attendance of every student
- Facilitating pastoral support with the clear aim of improving attendance
- Considering reasonable adjustments to practice and policies to help meet the needs of students who are struggling to attend the academy
- Regularly reviewing any adjustments that have been agreed with students and their families

- Ensuring pastoral care is joined up where needed
- Formalising support in partnership with the Local Authority in line with their Code of Conduct.

Information in regard to additional support and the Local Authority Code of Conduct can be found at:

https://www.rotherham.gov.uk/education-2/school-attendance

Parents should be aware that ACET will not permit any flexi schooling requests.

10. Fixed Penalty Notices

At Aston Academy we monitor all absences. Early intervention is a significant factor in limiting student absence and ultimately improving student attendance. As an academy we ensure that a rigorous attendance monitoring and family support system works in partnership with our parents in their statutory duty of ensuring their children attend the academy regularly. This system will add an additional layer of support before the Fixed Penalty Notice pathway directed by the Department for Education and the Local Authority.

Our attendance monitoring system implements 5 trigger points of intervention, each will be over a 4-week period, prior to pursuing the Fixed Penalty Notice Pathway. This can be seen below.

10.1 Attendance Trigger Model

Trigger points	Parameter met	Action	If successful 0 – 2 sessions absence in a 4 week period	If matched 2.5 to 5 sessions absence in a 4 week period	If unsuccessful 5.5+ sessions of absence in a 4 week period
Attendance Trigger Point 1	6 sessions up to Oct 10 sessions up to Dec 14 sessions up to Feb 18 sessions up to Apr 22 sessions up to May 26 days up to July	Attendance monitoring for 4 week period **Letter 1 – overview sent**	Improvement message sent	Continue to monitor at this ATP for a further 4 week period	**Move to ATP 2** **Letter 2 – meeting invite** Attendance meeting with Attendance manager and PSM Targets and strategies agreed
ATP 2	5.5 or more further sessions absence over a 4 week period	Attendance meeting or telephone meeting with Attendance manager and PSM Targets and strategies agreed	Improvement message sent	Continue to monitor at this ATP for a further 4 week period	**Move to ATP 3** **Letter 2 – meeting invite** Meeting with Attendance Lead or PLL

		Monitor for 4 weeks			Formal Attendance Support Plan put in place
ATP 3	5.5 or more further sessions absence over a 4 week period	Meeting with Attendance Lead or PLL Formal Attendance Support Plan put in place Offer of Early Help	Improvement message sent	Continue to monitor at this ATP for a further 4 week period	**Move to ATP 4** **Letter 3 – attendance panel invite** **Letter 4 - FPN** Meeting with Senior Leader and Governor
ATP 4	5.5 or more further sessions absence over a 4 week period	Formal Attendance Panel with Principal or Senior Leader and Governing Body FPN pathway	Improvement message sent Continue to monitor	Continue to monitor at this ATP for a further 4 week period	**Move to ATP 5** **Letter 5 - FPN** No meeting required Refer to Local Authority
ATP 5	Continued failure to meet parameters of support	Refer to Local Authority	Continue to support within school strategies		Fixed Penalty Notice Education Supervision Order Prosecution

10.2 Flow chart of support



attendance MATTERS

If a pupil misses a day of school, tutors will review and query the reason. If there are concerns, contact home will be made by the attendance team or tutor.
If a pupil does not attend and there has been no contact from home, a home visit will be made by day 3

If 4 days of school have been missed and there is no valid reason, medical evidence to be requested. Attendance is analysed for current and possibly last academic year.
Has medical evidence been requested?

YES

Are there any known medical issues?

YES

Is the correct support in place? Meeting with parents needed? School nurse referral? Parental Support Plan considered

NO

Attendance to be monitored, if there is no improvement, a phone call home is made.
ATP 1
Send Letter 1

After 4 weeks of monitoring has attendance improved?

YES

Continue to monitor/reward/
Refollow SAMP if needed

NO

Phone call to parents and speak to the student to get voice of the child.
ATP 1
Send Letter 1

After 4 weeks of monitoring has attendance improved?

YES

Offer Early Help support
If parents decline, advise that attendance will be monitored and SAMP will restart if no improvement is made

If Early Help is completed, reveiew every 6 weeks by holding TAFs. If no improvement, go back to SAMP

NO

ATP2
Send Letter 2
Set up meeting for parents to attend and attendance discussed and targets set

After 4 weeks of monitoring has attendance improved?

YES

Continue to monitor/reward
Refollow SAMP if needed

NO

ATP 3
Send Letter 3
Set up attendance panel with Principal and LA

After 4 weeks of monitoring has attendance improved?

NO

ATP 4
Send SAMP Letter 1
(ACET Letter 4)
Starting FPN process

After 4 weeks of monitoring has attendance improved?

NO

ATP 5
Send SAMP Letter 2
(ACET Letter 5)
FPN issued by LA

NO

SAMP to be followed
Is there an existing Early Help assessment in place or are the family open to Social Care?

YES

Contact the lead professional to discuss concerns. Attendance should be explicitly in the plan with clear actions to address poor attendance.
ATP 2
Send Letter 2
Continue to follow SAMP

Phone call home to discuss concerns. Speak to pupil to ensure there are no issues in school.

Was this successful?

YES

NO

SEN Support

MASH
Multi Agency Safeguarding Hub

11. Key language, statutory requirements, the Law and the Local Authority

The academy requests that parents do not arrange family holidays during term time. The academy will not agree to an absence for a holiday in term time in line with legal frameworks. The law says that parents do not have the right to take their child out of school for holidays during term time.

If you feel there are exceptional circumstances that mean your child needs to be absent from the academy, you should apply, in advance, by writing to the headteacher explaining clearly the dates and reasons you are requesting leave of absence.

If the academy refuses a request for leave of absence and the child is still taken out, this will be recorded as unauthorised absence and noted in the child's record.

You may also receive a penalty notice for the period of absence.

Medical Evidence

The academy may request medical evidence to support absence where we have genuine and reasonable doubt about the authenticity of illness, or where there are patterns of absence that cause concern. This may include:

Frequent short-term absences

Absences on specific days (e.g., the last day of term, days of assessments)

Prolonged or repeated absences

Medical evidence may include appointment cards, prescriptions, or a letter from a healthcare professional. We cannot require medical evidence for every absence, but we may request it in specific circumstances to help us support your child appropriately and ensure accurate recording of attendance.

Absences on the last day of term: Where a pattern of absence on the last day of term is identified, the academy may request evidence to support the reason for absence. Unauthorised absence on the last day of term will count towards the Fixed Penalty Notice process.

11.1 Elective Home Education (EHE)

ACET's position on EHE:

ACET academies will not encourage or suggest Elective Home Education as a solution to:

- Attendance concerns or persistent/severe absence
- Behaviour concerns or risk of exclusion
- Academic performance concerns or exam anxiety
- SEND needs or requests for additional support
- Bullying or peer relationship difficulties
- Where any of these concerns exist, the academy will work with the family to address them through appropriate support and intervention.

Procedure when a parent/carer requests EHE:

Please see the ACET Elective Home Education Policy.

11.2 Remote learning and attendance

- Participation in remote learning does not constitute attendance unless specifically authorised under legislation and DfE guidance.
- Pupils who are unable to attend school due to illness, medical needs or other exceptional circumstances may be provided with remote education; however, attendance coding will reflect statutory registration requirements.

Important principles:

1. Remote learning is not an alternative to school attendance except in exceptional circumstances with appropriate authorisation.
2. The academy will not routinely provide remote learning for pupils who are absent without authorisation.
3. Any arrangement for regular remote learning must be formally agreed, documented, and regularly reviewed.
4. Parents cannot choose remote learning as an alternative to attendance.
5. Remote learning arrangements must align with our Remote Learning Policy and be approved by the Senior Leadership Team

12. Working Together to Improve Whole School Attendance

https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

Where all voluntary support options are unsuccessful or are not appropriate (e.g. an unauthorised holiday in term time), the local authority's School Attendance Support Team should liaise with school and the early help lead practitioner or social worker (where applicable) to take forward attendance legal intervention in line with chapter 5 to formalise support and/or enforce attendance. All local authorities are therefore expected to:

Understand and make use of formal support options including attendance contracts and education supervision orders and use them fairly and consistently.

Set out clearly for pupils, parents, and schools when and how attendance legal intervention will be used where voluntary support is not appropriate, or where absence was not for legitimate reasons and support has not been engaged with and/or been successful.

Secure effective joint working between the School Attendance Support Team and statutory children's social care services to work together where there are safeguarding concerns or absence becomes severe. This should include building attendance expectations into children in need and child protection plans where appropriate or considering developing a plan as an intensification of support where formalised attendance support (such as an education supervision order) is no longer sufficient or has not been effective.

Issue Notices to Improve and penalty notices in line with the National Framework where absence was unauthorised and support has been provided but has not worked or been engaged with or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

Take forward attendance prosecution as a last resort where all other routes have been exhausted or deemed inappropriate.

In regard to the new National Fine Thresholds schools and Local Authorities will have to consider a fixed penalty notice if a student misses 10 sessions (5 days) of unauthorised absence in a rolling period of ten school weeks. However, this is a decision that the academy will take on an individual basis.

However, the academy and Local Authorities retain the discretion to issue one before a threshold is met.

Fixed Penalty Notices are issued by the Local Authority to avoid duplicate notices. This ensures consistent and equitable application of policy, protects academy-home relationships and allows alignment with other enforcement sanctions and statutory interventions.

Fixed Penalty Notices will only be issued for offences where the Local Authority is willing and able to prosecute and that are agreed at either the Local Authority School Attendance Panel (LASAP) or the FPN panel.

The Local Authority will ensure that the issuing of Fixed Penalty Notices will be closely monitored to ensure that recipients pay the relevant fine. In instances where the penalty is not paid within the appropriate period, the Local Authority will prosecute.

A Fixed Penalty Notice can only be issued in cases of unauthorised absence.

The Local Authority will receive requests to issue Fixed Penalty Notices from schools and requests will be screened to ensure adequate evidence of support and intervention, as required by the pathway, is submitted.

Enforcement action can be one of the following:

A Fixed Penalty Notice is £80 per parent, per child. This increases to £160 if not paid within 21 days. If a Fixed Penalty Notice is not paid, then it will be referred to the Magistrates Court. There is no right of appeal once a Fixed Penalty Notice has been issued according to the Code of Conduct.

An Education Supervision Order is a court order made in the Family Court, which gives the Local Authority a supervisory role over a child's education. When an Education Supervision Order is made, the child's parents are legally required to comply with any directions the court makes under the Education Supervision Order. If parents do not comply with the Education Supervision Order, they can be prosecuted.

A referral to the Magistrates Court for prosecution. This could result in a fine of up to £2,500, an order to do unpaid work or imprisonment of up to 3 months.

In some cases, it may also be necessary to refer to Children's Social Care.

All sanctions are used to improve attendance and punctuality and reduce absence. Further information regarding the Local Authority Fixed Penalty Notice Pathway can be found here.

https://www.rotherham.gov.uk/education-2/school-attendance

13. How the academy uses statutory attendance codes:

Statutory Attendance Codes

The academy uses the following Department for Education statutory codes to record attendance. These codes are used consistently across all schools in England.

Present at School

Code	Meaning	Statistical Meaning
/	Present (AM)	Present
\	Present (PM)	Present

Code	Meaning	Statistical Meaning
L	Late arrival before the register has closed (before 9:00am)	Present
B	Off-site educational activity	Present
D	Dual registered (at another educational establishment)	Present
J	Interview with prospective employers, or another educational establishment	Present
P	Participating in a supervised sporting activity	Present
V	Educational visit or trip	Present
W	Work experience	Present

Authorised Absence

Code	Meaning	Statistical Meaning
C	Leave of absence authorised by the school	Authorised absence
E	Excluded but no alternative provision made	Authorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (not medical or dental appointments)	Authorised absence
M	Medical or dental appointments	Authorised absence
R	Religious observance	Authorised absence
S	Study leave	Authorised absence

Unauthorised Absence

Code	Meaning	Statistical Meaning
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
N	Reason for absence not yet provided	Unauthorised absence
O	Absent from school without authorisation	Unauthorised absence
U	Arrived in school after register closed (after 9:00am)	Unauthorised absence

Not Required to be in School

Code	Meaning	Statistical Meaning
X	Not required to be in school	Not counted in possible attendances
Y	Unable to attend due to exceptional circumstances	Not counted in possible attendances
Z	Pupil not on roll	Not counted in possible attendances
#	Planned whole or partial school closure	Not counted in possible attendances

Appendix 1 - Children with health needs who cannot attend academy policy

As a general rule, academy staff will not provide work for students who are off school ill. Work, however, can be found if students feel able to do it by using academy online platforms such as Sparxs maths, Google Classroom, or other online resources such as those found at the 'Oak Academy' or 'BBC Bitesize.'

This section of our Attendance and Punctuality Policy sets out our approach to supporting those children with medically diagnosed health needs who cannot attend school. It aims to ensure that suitable education is arranged for pupils/students on roll who cannot attend academy due to their health needs and that students, staff and parents/carers understand what the academy is responsible for when this education is being provided by the local authority.

This policy is based on the following legislation:

- The Education Act 1996
- The Education (Pupil Registration) (England) Regulations 2006

It is also based on the following statutory guidance from the Department for Education (DfE):

- Alternative provision
- Arranging education for children who cannot attend academy because of health needs

This policy complies with our funding agreement and articles of association.

Rotherham Metropolitan Borough Council is responsible for ensuring that pupils/students with health needs are not at home or in hospital for more than 15 working days without access to education: this may be consecutive or cumulative with the same medical or health condition.

Where possible, the child's health needs should continue to be managed by the home academy so that they can continue to be educated there, with support.

Initially, our academies will attempt to make the arrangements to deliver the same high standard of education for children with health needs who cannot attend the academy.

- The academy will liaise with parents / carers of students who are not currently attending school due to a diagnosed medical need
- The academy will discuss with parents/carers the specific advice that medical professionals are giving regards the education of the child
- The principal and attendance leads will be responsible for organising and monitoring these arrangements. This may include sign posting work on websites such as The Oak Academy, directing parents/carers to online packages such as Sparxs maths etc, sending work home and/or organising hospital home tuition.
- The Principal and Year/Attendance Teams will work closely with the family to re-integrate the child back into school as soon as is possible.

Our academies will make suitable arrangements, working with the local authority if it is clear that a child will be away from academy for 15 days (consecutive or over the course of the year) or more because of their health needs, the local authority will then become responsible for arranging suitable education for these children.

Local Authority Policies

Rotherham

https://www.rotherhamsendlocaloffer.org.uk/wp-content/uploads/2023/05/RMBC-Medical-Tuition-Guidance-March-2023.pdf

Derbyshire

https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/derbyshire-supporting-children-with-medical-needs.pdf

Sheffield

https://www.sheffielddirectory.org.uk/localoffer/education-and-learning/children-who-cannot-attend-school-because-of-health-needs-1/children-who-cannot-attend-school-because-of-health-needs/#:~:text=Sheffield%20City%20Council%20have%20an,go%20on%20time%2C%20every%20day.

When a local authority arranges alternative education, the education should begin as soon as possible, and at the latest by the 6th day of the child's absence from academy.

Where full-time education is not in the child's best interest for reasons relating to their physical or mental health, the local authority must arrange part-time education on whatever basis it considers to be in the child's best interests.

In cases where the local authority makes the arrangements, our academy will:

- Provide the local authority, at agreed intervals, with the full name and address of any students/pupils of compulsory academy age who are not attending academy regularly due to their health needs
- Work constructively with the local authority, providers, relevant agencies and parents/carers to ensure the best outcomes for the child
- Collaborate with the local authority to ensure continuity of provision and consistency of curriculum, including making information available about the curriculum
- Along with the local authority, regularly review the provision offered to ensure it continues to be appropriate for the child and that it is providing suitable education
- Share information with the local authority and relevant health services as required
- When a child has complex or long-term health issues, work with the local authority, parents/carers and the relevant health services to decide how best to meet the child's needs (e.g. through individual support, arranging alternative provision or by them remaining at academy, being supported at home and back into academy after each absence)
- Where possible, allow the child to take examinations at the same time as their peers, and work with the local authority to support this
- Help make sure that the child can be reintegrated back into academy successfully

When reintegration is anticipated, work with the local authority to:

- Plan for consistent provision during and after the period of education outside the academy, allowing the child to access the same curriculum and materials that they would have used in academy as far as possible, including through digital resources
- Enable the child to stay in touch with academy life (e.g. through newsletters, emails, digital learning platforms, social media platforms, invitations to academy events or internet links to lessons from their academy), and, where appropriate, through educational visits
- Create individually tailored reintegration plans for each child returning to academy, which includes extra support to fill any gaps arising from the absence
- Consider whether any reasonable adjustments need to be made

Links to other policies

This policy links to the following policies:

- Accessibility plan
- Supporting Pupils with Medical Conditions Policy
- ACET Attendance and Punctuality Policy
- Elective Home Education Policy

- Remote Learning Policy
- SEND Policy
- Safeguarding and Child Protection Policy

Appendix 2 - Leave of Absence Requests (including Holidays in Term Time)

Principals can only grant term time absences in 'exceptional circumstances. These will be decided on the individual circumstances and the relevant context behind the request.

The principal does not have to give permission if you request a holiday. If the holiday is not approved; your child's absence will be recorded as unauthorised.

Exceptional Circumstances may include:

- Funerals or weddings of close family members
- Forces staff returning from abroad
- Religious observance
- Graduation of an immediate family member
- Parents/carers returning from having to work abroad for a fixed, minimum term period
- Compassionate leave
- Performance at representative level (County/National) with accompanying letter from the relevant body

NB Please see note re: Fixed Penalty notices in respect of Poor School Attendance and Unauthorised Holidays / Leave of Absence which can be found at the end of the document

How do I make a request for a Leave of Absence?

- Complete the leave of absence request form on the next page.
- Detach the form and hand it in to the academy reception.
- If you consider the circumstances to be exceptional attach a letter addressed to the principal explaining the circumstances of the request.
- You will be notified in writing informing you of the decision.
- Please note that unless circumstances are judged to be exceptional, the leave of absence will be declined.

"Taking your child out of school during term time will result in missed learning opportunities. National studies have shown that there is a strong link between school attendance and attainment."

Should I still fill in a form if I know the request will be unauthorised?

YES

We contact parents/carers on a daily basis if we do not know the reason for absence of a student. It is very important you let us know why your child is absent even if the absence will be recorded as unauthorised.

If deciding if the absence is EXCEPTIONAL, the Principal will consider the following:

- Is the absence within the control of the parent/carer?

(A letter, on headed paper, from an employer is required if the absence is due to the availability of leave)

Does the student have a good attendance record? (e.g. At least 95%+)

Will the absence affect the student's academic progress?

(for example, a holiday taken at the start of the academic year, an absence which occurs at the same time as external or internally set exams or an absence which requires a student to be absent from school at set periods of times each week, each month etc

Is the activity a worthwhile experience which will enrich the student's broader education?

(Our guidance is to only authorise to a maximum of 4 days or equivalent in each academic year for such activities)

Application by Parent/Carer for child's Leave of Absence from school during Term Time

If you consider you must take your child out of school in term time, please complete this form and return to school at least 14 days before the date you wish to remove your child from school.

Student Name: .....

Tutor Group: .....

Home

Address: .....

.....

First day of absence: .....

Date of return to school: .....

Total number of days missed:

.....

Reasons for absence (please attach a letter if you require additional space)

.....

.....

.....

.....

.....

I understand that if the absence request is unauthorised the Education Welfare Officer will be notified.

I understand that a Fixed Penalty Notice can be issued. From September 2013 these are £80 per parent per child if paid within 21 days.

Name of Parent/Carer making application: .....

Signed: ..... Date: .....

PLEASE RETURN TO THE SCHOOL RECEPTION. REMEMBER TO INCLUDE ANY SUPPORTING INFORMATION

For official use only

Authorised: For the following dates: ___ / ___ / ___ to ___ / ___ /___

Unauthorised: Reason: ……

……

Decision taken by: ……

Students should make every effort to catch up on work missed due to absence, whether the absence is authorised or unauthorised. This may involve asking teachers for the materials in advance.

Below is an extract from the 'Frequently Asked Questions' section of the Department for Education publication: Advice on School Attendance, published in 2012

Can a school fine a parent for taking their child on holiday during term time?

Yes.

Parents have a legal duty to make sure that their child aged 5-16, if registered at a school, attends that school regularly. If taking an unauthorised term time holiday is grounds for issuing a penalty notice according to the local authority's code, and if the leave of absence for holiday was not authorised by the school, either the school or the local authority may issue a penalty notice.

****Please note**

'The Local Authority Code of Conduct for the issue of Fixed Penalty Notices in respect of Poor School Attendance and Unauthorised Holidays / Leave of Absence taken in Term-Time states that a parent will not be issued with more than 1 Fixed Penalty Notice in respect of an individual child in any 2-year period.

This means that if any parent/carer who has already received a Fixed Penalty Notice then takes their child out of school in term time for a holiday, which falls within 2 years of the date of the last day of absence of the previous holiday, a request will be made to the Local Authority and the matter may be referred to the Magistrate's Court. This could result in a prosecution of up to £1000'.