

<b>Policy title</b>	Attendance Policy
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### **1 Aims**

1.1 It is the aim of West St Leonards Primary Academy that pupils should experience a vibrant inclusive community, that transforms lives and broadens horizons through excellent teaching and learning. Our mission is to inspire children to flourish and achieve their best. The Attendance Policy reflects this and recognises that regular attendance has a positive effect on the motivation and attainment of pupils.

1.2 We are committed to meeting our obligation with regards to school attendance through our whole-academy culture and ethos. We value relationship-based practice that achieves good attendance, including:

- Promoting regular attendance
- Reducing absence, including persistent and severe absence
- Recognising and celebrating individual successes
- Ensuring every pupil has access to the full-time education to which they are entitled
- Taking early action to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

1.3 Improving attendance is everyone's business. This policy should be read alongside the annual review of the Academy Child Protection and Safeguarding Policy. This policy is included in the

required reading list for all new employees. All team members know the importance of good attendance and support the whole-academy approach by communicating consistent high expectations.

## 2 Legislation and guidance

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

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

2.2 In addition, this policy incorporates the following guidance from the DfE:

- [Equality Act 2010: Guidance](#)
- [Supporting pupils with medical conditions at school \(2014\)](#)
- [Keeping Children Safe in Education \(2023\)](#)
- [Children Missing Education \(2016\)](#)
- [School behaviour and attendance: parental responsibility measures \(2013\)](#)
- [School suspensions and permanent exclusions \(2022\)](#)

## 3 Roles and Responsibilities

### 3.1 Governance

The Board of Trustees, through the Education and Standards Committee, are responsible for:

- Promoting the importance of school attendance across our policies and ethos
- Making sure academy leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data

The Trust Executive Team are responsible for:

- regularly monitoring attendance data, providing challenge and support to the academy as necessary

The Local Governing Body are responsible for:

- Receiving attendance data and information via the termly Principal's report, providing scrutiny and escalating concerns to the Trust Executive and/or Board of Trustees as necessary.
- Monitoring the application of the Attendance Policy
- Providing parental and community feedback to the academy on the impact and effectiveness of the Attendance Policy

### 3.2 **The Principal**

The Principal is responsible for:

- Implementation of this policy at the academy
- Monitoring absence data and reporting it to governors
- Facilitating training for all team members on attendance
- Supporting team members with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Review and decision-making of all requests for planned absences by parents/carers
- Issuing fixed-penalty notices, where necessary
- Attending court hearings as required by the Local Authority

### 3.3 **The Designated Senior Leader for Attendance**

The Attendance Lead is responsible for:

- Leading attendance across the academy, offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Overseeing data analysis including for vulnerable cohorts
- Implementing trust attendance strategies to address absenteeism
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families
- Engaging with academy safeguarding triangulation meetings
- Coordinating, with the DSL, any required outreach and welfare visits
- Liaison with LA education welfare services
- Timely completion of referrals to internal services and external agencies
- Actively participate in termly attendance meetings with School Improvement Support team member
- Providing recommendations to the Principal on LA legal interventions (e.g Court Proceedings, School Attendance Orders, Education Supervision Orders)

### 3.4 **The Attendance Officer**

The Attendance Officer is responsible for:

- Ensuring all registers are completed accurately and on time
- Recording reasons for absences provided by parents/carers
- Following up on all unexplained absences and informing the DSL of any absences of vulnerable children each morning
- Monitoring and analysing attendance data (see section 7)

- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to academy community
- Escalating patterns of non-attendance to Senior Leadership Team
- Reporting concerns about attendance to the designated senior leader responsible for attendance, DSL and Principal
- Working with LA education welfare officers to tackle persistent absence
- Advising the Principal on the application of fixed-penalty notices

### 3.5 **The Class Teachers**

The class teacher / Form Tutor will:

- Meet and greet pupils each day
- Have responsibility for accurately recording pupil attendance each session, by using the available absent or present register codes. The register must be submitted with accuracy and on time to ensure attendance colleagues can address unexplained absences
- Inform the safeguarding team of any attendance concerns
- Engage with whole academy approaches in ensuring attendance is promoted and celebrated
- Immediately report any incidences of suspected truancy to the attendance team

### 3.6 **Parents/Carers**

Parents/carers are expected to:

- Make sure their child attends every day and is on time
- Contact the school to report their child's absence before 09:00 on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Specify the reason for any absence, enabling the attendance officer to apply the correct absence code in the register
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Avoid taking planned absences during term time. See 4.3.
- Work in partnership with the academy to promote good attendance and punctuality habits

### 3.5 **Pupils**

Pupils are expected to:

- Attend school every day and be on time to lessons

## **4 Recording Attendance**

### **4.1 Attendance register**

We will keep an attendance register and place all pupils onto this register. We will take our attendance register at the start of the first session of each school day and once during the second session.

It will mark whether every pupil is:

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

Any amendment to the attendance register will include:

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

*See appendix 1 for the DfE attendance codes.*

We will also record:

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

The academy opens at 08:30 and closes at 15:00

Pupils must arrive in school by 08:30 on each school day.

The register for the morning session will be taken at 08:30 and will be kept open until 08:40. The register for the afternoon session will be taken at 13:00 in EYFS, KS1 and KS2 and will be kept open until 13:00.

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

Records must be maintained and kept appropriately according to the Trust Retention Schedule.

### **4.2 Unplanned absence**

The pupil's parent/carer must notify the school of the reason for the absence on each day of an unplanned absence by 09:00 or as soon as practically possible by calling the academy office on 01424 422080, option 1, Absence Line or email [attendance@wslprimaryacademy.org.uk](mailto:attendance@wslprimaryacademy.org.uk)

Included in the message should be the child's name, class, reason for absence and the name of the person reporting and relationship to the child.

We will mark absence due to illness as authorised unless the academy has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the academy may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

#### **4.3 Planned Absence**

Attending a medical or dental appointment will be counted as authorised if the pupil's parent/carer notifies the academy in advance of the appointment. Please see above for evidence requests if the academy has a genuine concern about the authenticity of the appointment.

If a pupil is present at registration but has a medical appointment during the session in question, no absence needs be recorded for that session.

We encourage parents/carers to make medical and dental appointments out of academy hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. See section 5.

Parents / carers should request any leave of absence in term time by contacting the school office, requesting a Withdrawal from Learning Application form. This form should include as much information about the reason for absence and must be signed by the parent/carer. The completed form should be returned to the school office ahead of the planned absence.

Term time holidays are not permitted, unless there are exceptional circumstances, details of which should be included in the Withdrawal from Learning Application form. All requests are passed to the Principal for consideration, families will be notified within one week of the decision. If you do not agree with the decision, there is a right of appeal available before the pupil is withdrawn from learning.

Withdrawal from learning may result in a penalty notice being issued

#### **4.4 Lateness and punctuality**

A pupil who arrives late:

Before the register has closed will be marked as late, using the appropriate code (L)

After the register has closed will be marked as absent, using the appropriate code (U)

If a pupil arrives after the register has closed this will (be) an unauthorised absence unless prior details about the absence have been shared and authorised by the Principal.

The attendance officer monitors attendance daily, making contact with families where an unexplained absence is recorded in the register. A weekly review of pupil attendance is carried out via a triangulation meeting, attended by the Attendance Officer, Safeguarding Officer, Inclusion lead and school Principal. Where concerns are identified in relation to a pupil's attendance and / or punctuality, actions are agreed and where appropriate parents are invited to a meeting to discuss concerns and put in place any support that may be required.

#### **4.5 Following up unexplained absence**

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

- Call the pupil's parent/carer on each morning of an unexplained absence to ascertain the reason.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- If the academy cannot reach any of the pupil's emergency contacts, the academy may complete a welfare visit at the pupil's home address, seek advice from Children's Social Care and/or contact the police.
- To further ensure safeguarding actions are taken where necessary. If the absence continues, the academy will consider referral to an education welfare officer and/or Children's Social Care.

#### **4.6 Reporting to parents/carers**

The academy will share attendance information frequently with parents/carers, for example at each parent consultations (twice yearly). We will provide parents/carers with a copy of their child's attendance summary for the academic year in Term 6.

If parents/carers wish to see a copy of their child's attendance summary at any other time during the year, they can ask for a printed copy at the academy office.

Where a pupil's attendance drops below 96% (this equates to 7 missed school days in a year) the academy may contact parents/carers to highlight this, unless there is a good reason not to.

Attendance information is shared weekly via the newsletter.

### **5 Authorised and unauthorised absences**

#### **5.1 Approval for term-time absence**



The Principal will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances', a leave of absence will not be granted for the purposes of a family holiday.

A leave of absence is granted at the Principal's discretion, in accordance with local and national guidance, including the length of time the pupil is authorised to be absent for.

- The academy will not authorise any leave of absence in term-time unless satisfied the reason for absence is exceptional.
- The academy considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. This includes consultation with other team members as required, including the Designated Safeguarding Lead (DSL).
- Parents/carers are asked not to make plans to take their child out of school without making a request to the academy first.
- Any request should be submitted at least 2 weeks before the absence, via the Withdrawal from Learning request form, available via the academy office.
- Parents may be required to provide the academy with additional evidence in order to support a leave of absence request.
- The academy cannot grant a leave of absence retrospectively. If the parent did not apply in advance, leave of absence cannot be granted.
- The absence should be for the shortest time possible – if an absence is agreed, the Principal will decide how many days of absence will be authorised. If the pupil is absent for more days than were authorised by the academy, the remaining days will be recorded as unauthorised absence.
- Any other absence such as trips and visits which have not been agreed in writing by the academy, will be recorded as unauthorised.
- Parents/carers should be aware (that) an unauthorised absence may result in a Penalty Notice or Prosecution. See 5.2 for more information.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance. This is '*a day exclusively set apart for religious observance*' when the pupil's parents would be expected by the religious body to which they belong, to stay away from their employment in order to mark the occasion. The academy may seek further advice from the parent's religious body regarding the absence. If a religious body sets apart a single day for a religious observance and the parent applies for more than one day, the academy may only record one day as authorised on this basis; the rest of the request would be considered as a leave of absence.
- Traveller pupils travelling for occupational purposes. This includes Roma, English and Welsh gypsies, Irish and Scottish Travellers, showmen (fairground people) and circus people, Bargees (occupational boat dwellers) and new Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the academy.
- Suspension. When a pupil has been suspended or excluded from the academy.
- Exceptional circumstances that has been agreed by the Principal.

5.2 **Unauthorised absence** is where the academy is not satisfied with the reason given for the absence, or where no reason has been provided. Unauthorised absences may result in Legal Sanctions, usually Penalty Notices or Prosecutions. See 5.3 for further details.

Unauthorised absence includes, but is not limited to:

- Absences that have not been explained within 5 days of occurrence
- Arriving at the academy after the register has closed (unless by prior authorisation)
- Family trips and excursions, including birthdays
- Family Holidays in term time (see details in section 5.1)
- Absences due to an illness of a family member.

Parents/carers should seek advice and support from the academy when experiencing barriers in securing regular attendance.

If the academy has cause for concern regarding the reason for a pupil's absence, we may seek additional information or evidence from parents/carers regarding the absence, and make an outreach visit to the family home in order to verify the reason and offer additional support. If the reason cannot be verified and the academy has cause to believe the reason given for absence may not be genuine, parents/carers may be asked to provide satisfactory proof of the reason before the academy authorises the absence. If satisfactory proof is not provided, the academy may record the absence as unauthorised.

### 5.3 **Legal interventions**

We will work with families, the Local Authority and other partners to understand the barriers to attendance and provide support. Where this is not successful, or not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalize improvement plans. Attendance legal interventions are used for pupils of compulsory school age and decisions are made on an individual case by case basis.

Under section 444 of the Education Act 1996, if a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school his/her parent(s) are guilty of an offence.

The academy will refer cases of unauthorised absence that meet the threshold for Local Authority legal action as required by local guidance and national legislation. We will not refer if there are reasonable grounds for not doing so.

When referring for legal sanctions, the academy will provide evidence that the parent/carer has been warned they are at risk of a Fixed Penalty Notice or other legal sanctions. The outcome of a referral to the Local Authority may be a Fixed Penalty Notice or Prosecution.

The academy adheres to the Local Authority Code of Conduct regarding the use of Fixed Penalty Notices (fines).

The Local Authority or Police can issue Penalty Notices to parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a Fixed Penalty Notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the Local Authority.

The decision on whether or not to issue a penalty notice may take into account (take account of)

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

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

Legal Sanction	Potential Outcome	Example Use
<p><b>Fixed Penalty Notice</b></p>	<p>The penalty is £60 (per parent/carer, per child) payable within 21 days, rising to £120 if paid between 22 and 28 days.</p> <p>Failure to pay may result in prosecution.</p> <p>Penalty Notices cannot be paid in instalments.</p>	<p>For low level offences, as a tool to support improved attendance. They are an alternative to prosecution and may not be issued if prosecution is considered to be a more appropriate response to a pupil's unauthorised absence.</p> <p>If a pupil has an extended period or repeated periods of unauthorised absence, a prosecution may be considered instead of a Fixed Penalty Notice.</p>
<p><b>Prosecution under section 444(1)</b> of the Education Act 1996</p>	<p>If found guilty, parents/carers may be fined up to £1000 and ordered to pay court costs.</p> <p>The court may also impose a <b>Parenting Order</b>.</p>	<p>The Local Authority will determine whether a section 444(1) or section 444(1A) prosecution is most appropriate.</p> <p>First prosecutions are usually under s444(1).</p>
<p><b>Prosecution under section 444(1A)</b> of the Education Act 1996</p>	<p>If found guilty, parents/carers may be fined up to £2500 and ordered to pay court costs.</p> <p>Other court outcomes include community sentences, such as <b>Curfew Orders, Unpaid Work (Community Payback)</b> or a <b>prison sentence of up to three months</b>.</p> <p>The court may also impose a <b>Parenting Order</b>.</p>	<p>If a parent/carer is prosecuted more than once, or in extreme cases of non-attendance, the Local Authority may decide to prosecute under s444(1A).</p>
<p><b>Education Supervision Order (ESO)</b> under section 36 of the Children Act 1989</p>	<p>The order is placed on the child and a supervisor from the Local Authority is appointed by the court, to give directions to the child and its parents, with a view to securing that the child is properly educated.</p> <p>Parents can be prosecuted if they persistently fail to comply with a direction.</p>	<p>The Local Authority must consider applying for an ESO before prosecuting under s444 Education Act 1996.</p> <p>A Local Authority may apply for an ESO instead of, or as well as, proceeding with a prosecution.</p>

## **6 Strategies for promoting attendance**

One of the most important factors in promoting good attendance is the development of positive attitudes towards school. To this end, the academy strives to provide a happy and rewarding experience for all children, and to foster positive and mutually respectful relationships with parents/carers.

By promoting good attendance and punctuality the academy aims to:

- Make good attendance and punctuality a priority for all those involved in the academy community
- Raise pupils' awareness of the importance of good attendance and punctuality
- Provide support, advice and guidance to parents/carers, pupils and team members
- Work in partnership with parents/carers and, where appropriate, the wider family

In addition, we work closely with families focusing on relationship-based practice to ensure that we are actively supporting families to overcome challenges to positive attendance. Our Safeguarding Team regularly contact parents to offer support in terms of practical resources e.g. food parcels and free pre-loved uniform as well as support for developing routines and positive attendance practices.

## **7 Attendance improvement**

### **7.1 Improving attendance**

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the academy gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that academy is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

### **7.2 Attendance management**

The academy implements improvement interventions within our (the) trust attendance management processes. The attendance team completes daily, weekly and termly actions that focus on preventative and early interventions in the first instance.

The barriers to accessing education are wide and complex and are often specific to individual pupils and families. All academy-led interventions are bespoke to the individual needs of pupils and will incorporate a holistic and coordinated package of support to increase the chance of successful outcomes. This approach ensures that pupils and cohorts with additional vulnerabilities are effectively supported to reduce absenteeism.

Academy-led interventions will always incorporate regular opportunities for pupil and parent voice.

### **7.3 Levels of support and intervention**

The academy operates a tiered level of support measures for families. From a universal and preventive approach for all pupils that can escalate to early-help support within the academy team and by local partners. If early-help is unsuccessful, or not engaged with, this will lead to targeted and legal intervention. See 5.3.

<p><b>Preventative</b> 96 -100%</p>	<p>Academy and Trust policies and protocols. Clear high expectations are communicated effectively to children and parents/carers. The academy operates a positive environment and engaging learning activities. We encourage a high level of parental and community engagement. Effective mentoring and pastoral support programs ensure children are happy and feel safe at academy. Team member training enables a whole-academy approach to attendance improvement.</p>
<p><b>Early Help</b> 93 - 95.9%</p>	<p>Through analysis of risk factors and data trends, emerging concerns are proactively addressed. Family support is offered. Calls and informal meetings secure parent and pupil voice to identify barriers to attendance. Adjustments are considered and applied when required. Referral for multi-agency support is offered to families. Arising cases are discussed in team meetings.</p>
<p><b>Targeted Support</b> 90 - 92.9%</p>	<p>The academy will create a personalised attendance improvement plan that addressed the causes and symptoms of declining attendance. Formal meetings and letters will include target setting. A parenting contract will be considered alongside referrals to level 3 support services. Attendance tracking is put in place and a warning notice of Fixed Penalties issued. Cases are regularly monitored in weekly safeguarding triangulation meetings</p>
<p><b>Legal Intervention</b> 90% and below</p>	<p>When previous interventions have been unsuccessful, a referral to the Local Authority education welfare service will be required. This could lead to legal intervention. The designated safeguarding lead will work with the attendance team members to assess risk of educational neglect. Case evaluations may lead to a referral into Children’s Social Care.</p>

#### 7.4 Monitoring and analysing attendance

The academy team will:

- Monitor individual attendance and absence data weekly and bi-weekly. Using our trust attendance tracker templates to identify opportunities to implement early interventions
- Identify through data analysis, any groups of pupils’ whose absences may be a cause for concern. e.g. SEND, EHCP, Pupil Premium, Children in care, Children with a social worker, Young Carers, etc
- Meet weekly to discuss and agree actions for pupils at risk of persistent absenteeism.
- Meet weekly with (the) safeguarding team to review cases and agree action for pupils who are persistently or severely absent.
- Meet termly with a member of our Trust School Improvement Team to review attendance data at academy, group and pupil level and jointly evaluate the impact of attendance interventions.
- Regularly report attendance data and impact of interventions to the local governing board

Attendance data is collected and published at national and Local Authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The academy will compare attendance data to the national average and share this with the academy community.

## **7.5 Using data to improve attendance**

The attendance team will:

- Monitor individual attendance and absence data weekly and bi-weekly. (and use the trust?) Using our trust attendance tracker templates to identify opportunities to implement early interventions
  - Identify through data analysis, any groups of pupils' whose absences may be a cause for concern. e.g. SEND, EHCP, Pupil Premium, Children in care, Children with a social worker, Young Carers, etc
  - Meet weekly to discuss and agree actions for pupils at risk of persistent absenteeism.
  - Meet weekly with (the) safeguarding team to review cases and agree action for pupils who are persistently or severely absent.
  - Meet termly with a member of our Trust School Improvement Team to review attendance data at academy, group and pupil level and jointly evaluate the impact of attendance interventions.
  - Regularly report attendance data and impact of interventions to the local governing board

## **7.6 Reducing persistent and severe absence**

Any absence affects the pattern of a child's schooling and regular absence may seriously impact their learning. The Department for Education (DfE) defines a pupil as a 'persistent absentee' when they miss 10% or more schooling across the school year, for whatever reason.

- Attendance of 90% equates to approximately one day absent per month.
- Attendance of 80% equates to one day absent per week.
- Attendance of 50% or less is considered 'severely absent'.

To reduce the impact of persistent and severe absenteeism the academy will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Prioritise intensive support to overcome barriers in attendance
- Hold regular meetings with the parents of pupils who the academy (and/or Local Authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at academy
- Complete an Attendance Improvement Agreement with the family. This will include an action plan, parent and pupil voice, target setting and details of any reasonable adjustments.
- Facilitate access to wider support services to remove the barriers to attendance

## **7.7 Mental and physical health conditions**

The academy will work with families to assess and implement any necessary reasonable adjustments for pupils who experience challenges that have a substantial and/or long-term adverse effect on their ability to carry out regular daily activities.

Reasonable adjustments may include changes to the physical environment, curriculum or the way information is presented, as well as providing additional equipment, or tailored services.

Pupils are entitled to a full-time education that is suitable to (for) their age and ability. If the academy is unable to provide a pupil with full-time education due to their individual needs, we will work with the pupil, family and other agencies to create an arrangement that is in the best interests of the pupil.

We will work in partnership with local medical and mental health services to ensure consistency of approach. When a pupil has an identified medical condition, it may be necessary to create an Individual Health Care Plan (IHCP) to support them at school. IHCPs are developed in partnership between the academy, parents, pupils and any relevant healthcare professionals who can advise on the child's case. The IHCP enables the academy to effectively keep pupil's safe, well and involved at school by providing clear information on what needs to be done when, and by whom.

Link: [Policy B8 Supporting students with medical conditions Nov 22 FINAL](#)

## **8 Safeguarding and attendance**

### **8.1 Safeguarding**

The academy will monitor trends and patterns of absence for all pupils as a part of its standard procedures. However, it is recognised that sudden or gradual changes in a pupil's attendance may indicate additional or more extreme safeguarding issues. In line with government guidance Keeping Children Safe in Education, Local Authority Procedures and the Academy's Child Protection and Safeguarding Policy, we will investigate and report any suspected safeguarding and welfare cases to Children's Social Care.

The academy has a duty to inform the Local Authority and/or the Police of the details of any pupil who is absent from school when they cannot establish their whereabouts and is concerned for the pupil's welfare.

The academy will regularly liaise with providers of Alternative Provision (AP) to ensure that attendance records are accurately maintained and any absences and/or safeguarding concerns are effectively shared. We will coordinate any required follow up actions in conjunction with the AP. All AP providers agree to implement our academy child protection and safeguarding policy and procedures.

We recognise that safeguarding is not a discrete area of work: there is a safeguarding dimension to almost every area of academy practice. As part of our whole academy approach, and to ensure an holistic view of all children, we have structures and systems in place, such as scheduled meetings and shared databases, to ensure that the DSL has oversight of areas of



academy organisation which may not fall directly within their remit, but may impact upon effective safeguarding. These areas include behaviour, attendance, medical needs/first aid, SEND and bullying. Information from these areas will be factored into safeguarding decision making for individual children so that their needs are considered holistically.

## **8.2 Welfare and outreach visits**

If a pupil does not attend the academy regularly, team members may make welfare visits to the pupil's (their) home to see and speak to the pupil and parents/carers as part of the academy's safeguarding and attendance processes. If team members are unable to see and speak to the pupil and parents/carers, they may contact the pupil's emergency contacts and/or other professionals or contacts of the family, who they reasonably expect may be able to provide the academy with relevant information.

The academy will offer outreach visits at the family home if an attendance meeting with at the academy cannot be facilitated. The rationale and purpose for an outreach visit will be clearly communicated in advance with pupils and parents.

Details of welfare and outreach visits are recorded on a pupil's child protection file.

All welfare and outreach visits will be subject to a regularly reviewed Risk Assessment.

## **8.3 Children missing education**

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

We recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. Children missing education are at significant risk of underachievement, radicalisation and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and Local Authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from the academy without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the academy and the Local Authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

We will notify the Local Authority when we are removing a pupils' name from the academy admission register. We will also notify Children's Social Care if we have any safeguarding concerns.

## **9 Policy review**

**9.1** This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with that policy review cycle.

**9.2** The Attendance Lead will ensure that team members are made aware of any amendments to policies and procedures during the academic year.

**9.3** Parents/carers can provide feedback on this policy by contacting the academy Attendance Lead on [Office@wslprimaryacademy.org.uk](mailto:Office@wslprimaryacademy.org.uk). All feedback will be forwarded and reviewed by the policy owner.

**9.4 Linked policies and procedures**

- Trust First Aid and Medical Policy
- Trust Complaints policy and procedure
- Trust Equality Objectives
- Trust Health and Safety Policy and other linked policies and risk assessments
- Trust ICT Acceptable Use Policy (staff and pupils/students)
- Trust Offsite Activities Policy
- Trust Special Educational Needs and Disabilities Policy
- Trust Staff Code of Conduct
- Trust Supporting Students with Medical Conditions Policy
- Trust Attendance Management Guide
- Academy Preventing Bullying policy
- Academy Child Protection and Safeguarding Policy
- Academy Online Safety Policy
  
- Behaviour and Prevent Bullying Policy
- Children Missing from Education Procedures
- Induction Checklist
- PSHE Policy inc. RSE Policy

## Appendix 1: DfE Attendance and Absence Codes

Code	Description	Statistical Meanings
/	Present (AM)	Present
\	Present (PM)	Present
<b>B</b>	Off-site educational activity <i>(This code must not be used for any unsupervised educational activity i.e., when a pupil is at home doing some schoolwork.)</i>	Approved Education Activity
<b>C</b>	Leave of absence granted by the school (exceptional circumstances)	Authorised absence
<b>D</b>	Dual registered at another school	Not counted in possible attendances
<b>E</b>	Excluded (no alternative provision made)	Authorised absence
<b>G</b>	Holiday not granted by the school or in excess of the period determined by the school	Unauthorised absence
<b>H</b>	Leave of absence for the purpose of a family holiday granted by the school	Authorised absence
<b>I</b>	Illness (not medical or dental appointment)	Authorised absence
<b>J</b>	At an interview with prospective employers, or another educational establishment	Approved Education Activity
<b>L</b>	Late (arrival before registers closed)	Present
<b>M</b>	Medical or dental appointment	Authorised absence
<b>N</b>	Reason for absence not yet provided	Unauthorised absence
<b>O</b>	Absent without authorisation	Unauthorised absence
<b>P</b>	Participating in a supervised sporting activity	Approved Education Activity

<b>Code</b>	<b>Description</b>	<b>Statistical Meanings</b>
<b>R</b>	Religious observance	Authorised absence
<b>S</b>	Study leave	Authorised absence
<b>T</b>	Traveller absence	Authorised absence
<b>U</b>	Arrived in school after registration closed	Unauthorised absence
<b>V</b>	Educational visit or trip	Approved Education Activity
<b>W</b>	Work experience (for pupils in the final 2 years of compulsory school age)	Approved Education Activity
<b>X</b>	Non-compulsory school age pupil not required to be in school	Administrative code
<b>Y</b>	Unable to attend due to exceptional circumstances	Administrative code
<b>Z</b>	Prospective pupil not on admission register	Administrative code
<b>#</b>	Planned whole or partial school closure	Administrative code