Attendance and Punctuality Policy

Mission Statement

Our Maricourt family, with Christ at the centre, is a community of welcome, compassion and respect in which we are encouraged to discover our true purpose and empowered to achieve the extraordinary so as to be the change we want to see in our world.

Attendance and Punctuality Policy 2024 -2025

APPROVED BY GOVERNORS: January 2025

POLICY TO BE REVIEWED: September 2025

HEAD TEACHER	Mrs T Hatton
NOMINATED ATTENDANCE GOVERNOR	Mr M Little
CHAIR OF GOVERNORS	Mrs J Reese

KEY ATTENDANCE STAFF IN SCHOOLS:

SENIOR ATTENDANCE LEAD	Mr D Friend
Attendance officer	Mrs M Hunter
Attendance office	Ms A Morgan

This Attendance & Punctuality Policy is part of a broader suite of Safeguarding Policies, including the School's Child Protection/Safeguarding Policy.

Contents

1. Introduction and Background

1.1 Maricourt Catholic High School recognises that positive behaviour and good attendance are essential for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

1.2 The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school, or by education otherwise than at a school.

1.3 Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly and on time. 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 from the school.

1.4 The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "Working together to improve school attendance" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

1.5 This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding.
- ensure every pupil in our school has access to the full-time education to which they are entitled.
- ensure that pupils succeed whilst at our school.
- ensure that pupils at our school have access to the widest possible range of opportunities at school, and when they leave school.

1.6 Our policy has been developed in consultation with school governors, teachers, the local authority and parents & carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school, and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

1.7 In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

1.8 Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued.
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality.
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

1.9 For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. Pupils **must** attend every day, unless there are exceptional circumstances, and it is the headteacher/principal, not the parent, who can authorise the absence.

2. Legislation

2.1 This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (August 2024) and school attendance parental responsibility measures.

2.2 The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- The Education Acts 1996 and 2002.
- The Children Act 1989
- The Crime and Disorder Act 1998.
- The Anti-Social Behaviour Act 2003
- The Education and Inspections Act 2006
- The Sentencing Act 2020.
- The School Attendance (Pupil Registration) (England) Regulations 2024.
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty Notices) (England) Regulations 2007, as amended The Education (Information about Individual Pupils) (England) Regulations 2013.
- The Children and Young Persons Acts 1933 and 1963.
- The Equality Act 2010.

3. Promoting Regular Attendance

3.1 At Maricourt we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

3.2 Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

3.3 To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools.
- Build strong relationships and work jointly with families.
- Give parents/carers details on attendance in our newsletters.
- Promote the benefits of high attendance.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence as required by law.
- Celebrate excellent attendance by displaying and reporting individual and class achievements.
- Reward good or improving attendance.
- Report to parents/carers regularly on their child's attendance and the impact on their progress.
- Contact parents/carers should their child's attendance fall below the school's target for attendance.

4. Roles and Responsibilities School Community

4.1 Role of Governors/Trustee Board

- To set high expectations of all leaders, staff, pupils, and parents so that children attend school every day and are safeguarded from harm.
- To Identify a member of the governing body to lead on attendance matters and ensuring that there is a named senior attendance champion.
- Ensuring school leaders fulfil expectations and statutory duties by rigorously evaluating the effectiveness of the school's attendance procedures so that consistent attendance support is provided for all pupils.
- Ensuring the school engages and works effectively with the local authority Attendance Team, and wider local partners and services to address barriers to school attendance.
- Regularly reviewing attendance data, discussing, challenging trends, and helping school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensuring high aspirations are maintained for all pupils, and processes for support are adapted to the individual needs of pupils including those with long term illnesses, special educational needs and disabilities, pupils with a social worker or youth justice worker and pupils from cohorts with historically lower attendance such as those eligible for free school meals.

- Ensuring all school staff receive adequate training on attendance and that relevant staff have access to opportunities to share and learn from good practice in other schools.
- Ensuring that attendance data is shared with the Local Authority or Department for Education as required and on time.
- Reviewing the school's Attendance Policy on at least an annual basis, ensuring that the required resources are available to fully implement the policy.

4.2 Role Senior Leadership:

- Promote the significance and benefits of regular attendance to both pupils and their parents.
- Establish and maintain positive relationships with pupils and parents.
- Ensure a school-wide commitment to promoting good attendance, supported by engaging teaching and learning experiences that motivate all pupils to attend regularly and achieve their full potential.
- Oversee the implementation of the Attendance Policy and ensure it undergoes an annual review.
- Ensure all staff are informed about the Attendance Policy and receive adequate training to address attendance-related issues.
- Ensure compliance with relevant regulations and legislation.
- Appoint a designated senior attendance leader to champion attendance, allocating sufficient time and resources to the role.
- Submit school attendance data to the Local Authority and the Department for Education as required and in a timely manner.
- Regularly report on the school's attendance and related issues to the Governors/Trustees, with termly updates to the governing board and half-termly updates to the nominated governor/trustee responsible for attendance.
- Implement and maintain systems to report, record, and monitor the attendance of all pupils, including those educated off-site.
- Regularly collect and analyse attendance data to identify patterns and causes of absenteeism.
- Use the analysed data to develop solutions and evaluate the effectiveness of interventions.
- Develop a multi-agency response to enhance attendance and provide support to pupils and their families.
- Record all interventions, conversations precisely using factual evidence-based information that may be required should legal proceedings be initiated.

4.3 Role of All Staff

- Promote the importance and value of regular attendance to pupils and their parents.
- Build and maintain positive relationships with pupils and their parents.
- Contribute to a whole school approach that supports good attendance, reinforced by quality teaching and learning that encourages pupils to attend and succeed.
- Adhere to relevant regulations and legislation.
- Implement and uphold systems for reporting, recording, and monitoring the attendance of all pupils, including those educated off-site.

- Ensure accurate and timely recording of attendance registers.
- Participate in the evaluation of school strategies and interventions related to attendance.
- Work with external agencies to improve attendance and provide support to pupils and their families.

4.4 Role of Attendance Officer

- Monitor and analyse pupil attendance data.
- Work with families to identify and overcome barriers to good attendance
- Provide guidance to families with regards to statutory information on attendance.
- Provide regular updates to families informing of attendance figures
- Conduct weekly attendance meetings with the Senior Attendance Champion, Designated Safeguarding Lead, SENCO, and other relevant staff members.
- Implement strategies to promote excellent whole-school attendance.
- Identify patterns of poor attendance
- Address unsatisfactory attendance by applying strategies agreed in partnership with parents.
- Keep accurate and factual information in relation to pupils and their families.
- If appropriate initiate/co-ordinate action plans for pupils of concern, including the initiation of an Early Help Assessment and Plan or the implementation of an attendance contract.
- Ensure adherence to first day calling procedures when a child is absent without parental contact.
- Refer cases to appropriate external agencies as needed.
- Refer severely absent pupils for support through the Team around the School initiative (when applicable)

4.5 Role of Parents

- Make sure your child attends every day.
- Provide **two** emergency contact numbers to the school.
- Notify the school on the first day of absence.
- Try to make all medical appointments (doctors, dentist and hospital) out of school time.

(this is not always possible but, in such cases, try to minimise the disruption to the day by getting an early morning appointment so that your child can attend afterwards OR a late afternoon appointment so that they can complete most of their timetable before leaving.)

- Encourage your child to take responsibility for being on time for school ensuring they have a realistic bedtime and will not be too tired to get up in the morning for school. Equipment should be prepared the night before. Regularly checking your child's Classcharts can help you to do this.
- Discourage your child from staying overnight with friends during the week. This sometimes leads to them both being late (or not attending at all) the next day.
- Talk positively about going to school.

- Work with the school and local authority to help them understand their/your barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support.
- If your child is on an attendance support plan /attendance contract, ensure they undertake the actions that have been agreed.
- Monitor your child's internet and social media use to ensure they are not experiencing any difficulties that may prevent them from wanting to attend school.
- Do not book holidays or visits during term time **(Leave of absence during term time is not a parental right. If there are special or exceptional circumstances, please contact the Head teacher and complete the correct documentation and a decision will be made if the absence can be authorised or not.)**

4.6 Role of Pupils

- Speak to your class teacher or another member of staff if you are experiencing difficulties at school or at home which may impact on your attendance.
- Attend all your lessons ready to learn, with the appropriate learning equipment requested and on time for the class.
- Follow the school procedure if you arrive late. This will help the school to monitor your attendance and keep accurate records. This is also vital for health and safety in the event of a school evacuation.
- If on an attendance support plan /attendance contract, ensure they undertake the actions that have been agreed.

5. Understanding Types of Absence

5.1 Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

5.2 Every half-day absence from school must be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session.'

5.3 Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

5.4 Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

5.5 Unauthorised absence includes, but is not limited to:

- parents/carers keeping children off school unnecessarily e.g., because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.
- absences which have never been properly explained.
- children who arrive at school after the close of registration are marked using a 'U.' This indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session.
- shopping trips.
- looking after other children or children accompanying siblings or parents to medical appointments.
- their own or family birthdays.
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends.
- day trips.
- other leave of absence in term time which has not been agreed.

   Please note that decisions made on whether to authorise absences will be made by school rather than by parents.

6. Persistent Absenteeism (PA) and Severe Absenteeism (SA)

6.1 A pupil is defined by the Government as a **'persistent absentee'** when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are defined as a persistent absentee.

6.2 Pupil who has missed 50% or more schooling is defined by the Government as '**severely absent'**. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

7. Absence Procedures

   7.1 Daily absences are managed and monitored by our attendance officers
   Mrs M hunter
   attendanceandadmissions@maricourt.net

0151 330 3366

7.2 If a child is absent from school the parent must follow these procedures:

- Contact the school on the first day of absence before *the start of the school day 08:45.*
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before deciding as to whether the absence is to be recorded as authorised.
- Contact can also be made via the ClassCharts app.
- Contact the school on every further day of absence, again before 08:45
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS advice. Should I keep my child off school checklist poster (publishing.service.gov.uk)

7.3 A clear reason for absence should stated when informing of absence. We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

7.4 If your child is absent, we will:

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you, however, it is your responsibility to contact the school.
- If we are unable to contact parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding.
- A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be deemed "missing from education."

7.5 If absence continues, we will:

- Conduct home visits
- Write to you if your child's attendance is below 95% and causing concern and/or where punctuality is a concern.
- Arrange a meeting so that you may discuss the situation with our Progress Leader and/or Senior Attendance Champion
- Create an Attendance Support plan to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child.

- Offer signposting support to other agencies or services, if appropriate.
- Refer the matter to the Local Authority for relevant legal sanctions if attendance deteriorates following the above actions.

8. Lateness

8.1 Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

8.2 Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

8.3 The times of the start and close of the school day for all pupils at Maricourt School are: (example but adapt to your own)

Line up: 08:45
Registration starts: 8.55am
Registration closes: 9.20am
End of the school day: 3.25pm

8.4 How we manage lateness:

- The school day starts at *8.50am* when children can begin to come into school.
- Registers are taken at ***8.55am***
- Children arriving after *8.55am* are required to give their names at the "Late gate", giving a reason for lateness.
- Students arriving at 8:55am will receive an "L" code and will be issued with a 30 minute detention for that afternoon.
- At 9:20 the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – 'U,' but this will **not** count as a present mark, and it will mean that they have an unauthorised absence (see 8.5)
- The school may contact parents/carers regarding punctuality concerns.

8.5 Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with your child's Progress Leader, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good class and individual punctuality.

9. Understanding barriers to attendance

9.1 Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, an Early Help Worker or the relevant Local Authority team(s). Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

9.2 Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils; however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

9.3 Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

9.4 Attendance returns: providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U). Local authorities must agree the frequency that attendance returns are to be provided with all schools in their area. This should be no less frequently than once per calendar month.

10. Local Authority School Attendance Support Service (SAST)

10.1 The Local Authority School Attendance Support Team (SAST) work both strategically and operationally by offering support to schools, to reduce persistent absence and improve overall attendance.

10.2 Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority/ Local authority School attendance panel.

10.3 Local Authority School Attendance Panel. The purpose of the School Attendance Panel meeting is for you and your child to meet with representatives from the Local Authority to

identify the reasons for absence. The Local Authority Attendance Panel is chaired by a member of the school Attendance Support Service. At the beginning of the meeting introductions are made and the purpose of the panel is explained. Parents/carers are reminded of the legal consequences for them if the pattern of poor school attendance continues.

An action plan in the form of an attendance contract is put in place to try to support an improvement in attendance.

10.4 The reasons for absence will be identified and different strategies to improve attendance will be considered:

- A supportive action plan in the form of an attendance contract will be agreed.
- An attendance target date for improvement will be set.
- The student's attendance will then be closely monitored for a period of 12 school weeks.
- A decision to apply for an Education Supervision Order

10.5 If attendance does not improve, legal action may be taken in the form of a Penalty Notice, an Education Supervision Order (ESO) or prosecution in the Magistrates Court.

10.6 First day response – children with a social worker. Our school works in partnership with the LA School Attendance Support Team in delivering a first day response system for children with a social worker. If children who have an allocated social worker are absent from school, we will contact the family to establish the reason why the child is absent from school.

10.7 We will complete the first day response form and submit it to Sefton Council, so information is shared in relation to why the child is absent from school. We will also request a home visit if we feel this is appropriate. We will also inform the child's social worker.

11. School Attendance and the Law

11.1 The School Attendance (Pupil Registration) (England) Regulations 2024 introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

11.2 The definition of a parents may be recognised differently under education law, than family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

11.3 A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

11.4 National Framework for Penalty Notice - There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

11.5 Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

11.6 Penalty Notice - Notice to improve. If the national threshold outlined above has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

11.7 Notices to improve will be issued in line with processes set out in the Sefton code of conduct for the local authority area in which the pupil attends school.

11.8 They will include:

- Details of the pupil's attendance record and of the offences.
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996.
- Details of the support provided to date.
- Opportunities for further support, or to access previously provided support that was not engaged with.
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.
- A clear timeframe of between 3 and 6 weeks for the improvement period.
- The grounds on which a penalty notice may be issued before the end of the improvement period.

"There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours."

11.9 In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

11.10 The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.

11.11 It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Sefton Code of Conduct, in respect of each parent believed to have allowed the absence.

11.12 At Maricourt **'exceptional circumstances' will be interpreted as:** being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the headteacher). The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short." By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).   The DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance

11.13 The headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

12. Deletion from Roll

12.1 For any pupil leaving *Maricourt other than at the end of year 11,* parents/carers are required to complete a 'Pupils moving from *school*' form which can be obtained from the school office. This provides school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all our pupils, even those who leave us. Guidance and support is available from our attendance and admission team.

12.2 It is crucial that parents keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

12.3 Under Pupil Regulations 2006, all schools are now **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

13. Request to electively home educate a child

13.1 Our school work with the Local Authority to ensure that that parents fully understand the demands and responsibilities of elective home education (EHE). We follow up-to- date guidance that is published. If a child has an Education, Health and Care Plan or is open to a social worker we work closely with the Complementary Education Service, SEND and Childrens' Social Care.

14. Absence data

14.1 We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education daily Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

14.2 We share information and collaborate with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

Appendix 1

Guidance in relation to attendance

https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keep-my_child_off_school_guidance-A3-poster.pdf
DfE external document template (childrenscommissioner.gov.uk)
Children's mental health - Every Mind Matters - NHS (www.nhs.uk)

Appendix 2

Attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school

M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend

Code	Definition	Scenario
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g., due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention

Code	Definition	Scenario
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school is not satisfied that the reason given would be recorded using one of the codes for authorised absence

U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 3

Helping parents to understand the changes to fines for term time holidays

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for the Penalty Notice Fines issued for unauthorised holidays recorded by schools after 19th August 2024.

National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.

These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence, including the U code (late after registers have closed).

For example: a 5-day holiday would meet the national threshold.

The 10-school week period can span different terms or school years.

Who may be fined?

Penalty Notice Fines are issued to each parent who allows their child to be absent from school.

For example: 3 siblings absent for term time leave, would result in each parent who allowed the holiday receiving 3 separate fines.

First Offence

The first time a Penalty Notice is issued for an unauthorised term time holiday the fine amount will be:

£80 per parent, per child if paid within 21 days.

Increasing to £160 if paid between 22-28 days.

Second Offence

(Within 3 years)

The Second time a Penalty Notice is issued for unauthorised absence the amount will be:

£160 per parent (who allowed the holiday) per child, payable withing 28 days.

Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed a Penalty Notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. This may mean that cases are presented before a Magistrate's Court. Prosecution may result in criminal records and fines up to £2,500.

Cases found guilt in the Magistrate's Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

Appendix 4

Attendance guide
2024-25

Mission Statement

"Our Maricourt family, with Christ at the centre, is a community of welcome, compassion and respect in which we are encouraged to discover our true purpose and empowered to achieve the extraordinary so as to be the change we want to see in our world."

Attendance guide

Introduction

This guide is intended to support staff in their managing of attendance systems and applying the Maricourt Attendance and punctuality policy. It should be used in addition to, and does not replace, the Attendance policy and Sefton and Government guidelines on attendance processes.

Contents

Part 1
Graduated approach to attendance

Part 2
The role of Form Tutors

Part 3
The role of Progress Leaders

Part 4
The role of Assistant Headteachers

Part 5
The Attendance office
First day response
Unauthorised absence
Parent outreach
Home visits & welfare checks
Welfare concerns
Vulnerable students
Reporting on attendance
Raising the status of attendance

Part 6
The Attendance Lead

Part 7
Appendix

Part 1
Graduated approach to attendance

Our graduated approach to attendance recognises that attendance should be a focus for all students, not just those with persistent or severe absence. This supports high attendance as a culture and expectation for all students.

Level 1 – Universal offer	All students
All students receive updates, guidance and support to maintain a high attendance • Weekly attendance data shared (week and year to date) • Parental access to attendance figures • Half termly attendance and punctuality figures • Recognition and reward of excellent or improved attendance	
Level 2 – attendance concerns	Students below 95% or 2 periods of absence
Students whose attendance drops below 95% receive early intervention including well-being checks, reminders of the impact of lost learning and support with improving attendance. • Form tutor contact home • Concern letter Students remaining on Level 2 will require further FT contact	
Level 3 – Risk of PA	Students below 92%
Students whose attendance continues to drop, or have a significant period of absence may be at risk of Persistent absence. Timely intervention is required to reduce the likelihood of further lost learning. • PL call home • Risk of PA text • Concern letter	
Level 4 – Persistent absence	Students below 90%
Students with attendance below 90% are persistently absent and require an individualised support plan to overcome possible barriers and increase attendance. • PA text • PL meeting with parents • Attendance support plan (ASP) • 4 weekly review of attendance and ASP	
Level 5 – Further escalation	No improvement on ASP
Students and families whose attendance remains a concern despite support requires further intervention and escalation to Senior or LEA level. PLs will escalate to their SLT link who will review the intervention to date and offer further support • SLT contact with parent • Reiteration of impact • Warn of escalation to Governors/LEA attendance panel or PCN • Review ASP Where there is still no impact despite SLT link intervention, cases should be referred to the Attendance Lead for referral.	

Form time attendance & early intervention

Form time is key in setting a culture of high attendance.

Every Tuesday will be an attendance focus.

During this time, students will receive updates on their current attendance, week attendance and attendance trend.

Students will be issued with rewards for a 100% week and/or improved attendance.

Students will be set incremental targets based on current attendance (eg. "You're on 94.2%% now so you've slipped below our 95% threshold. At this stage of the year, you can reach 95% in 3 weeks if you don't have days off")

Students will receive a consistent and repetitive message that attendance is directly related to progress and that all students should aspire to 95-100% attendance.

Part 2
The role of The Form tutor

In our graduated approach, Form tutors play a vital part in ensuring a consistent message to all students. Form tutors also have a role to play in early intervention. The early contact home by FTs will raise concerns sooner, prompting improvement and reiterating our high expectations for attendance at Maricourt.

Each week, Form tutors will:

- Share individual attendance data (YTD, Week, trend)
- Set small targets
- Share a consistent message on attendance
- Issue rewards on ClassCharts
- Contact home for students dropping below 95%

The relationships of FTs with their form can be a positive influence on attendance. Not only making form time a worthwhile experience, but being alert to, and addressing, the barriers that some students face with school attendance. FTs should be the first avenue of support for our students.

Part 3
The role of The Progress Leader

PLs, along with the attendance officers and Attendance lead, are responsible for leading the improvement of attendance within their year group.

This includes:

1. Communicating the importance of good attendance
2. Managing the year group team
3. Meeting fortnightly with the attendance officers
4. 1:1 meetings with students, including focus groups
5. Holding parental meetings for attendance
6. Supporting students with long term absence
7. Maintaining up to date logs and records

1. Communicating the importance of good attendance

a. **Form time attendance** – ensure that the weekly attendance focus takes place each week during registration. FTs should share attendance data with the form and have individual conversations with students whose attendance has dropped or who have been escalated to stage 2

b. **Managing attendance within the year group team** – PLs should direct FTs for 1:1 conversations and contact home. Checks and feedback should be in place ahead of attendance meetings.

c. **Assembly focus** – PLs should highlight the importance of good attendance in assemblies and line ups

d. **Rewarding good attendance** – termly rewards assemblies should have an attendance focus, recognising good and improved attendance. PLs should ensure that Classcharts is utilised for 100% (week) or improved attendance

e. **1:1 meetings** with students, especially those below 90%

f. **Communication with parents** via phone calls and meetings to highlight the importance of school attendance, discuss barriers to attendance and offer support including signposting where appropriate. Attendance should be discussed in **all parental conversations**

g. **Rewards culture –** Ensure that attendance thresholds for rewards are communicated regularly throughout the school year

2. Managing the year group team

a. **Directing FTs –** FTs should be directed weekly to hold 1:1 conversations and

call parents to discuss attendance concerns.

b. **Checks and monitoring –** FTs should feedback to PLs that meetings/calls have been completed and forward any relevant comments from parents

c. **Quality of intervention –** PLs should support FTs to ensure conversations and meetings regarding attendance are high quality, supportive and impactful.

3. Fortnightly attendance meetings

PLs will timetable a meeting fortnightly with the attendance team. This is an opportunity to share information and set the attendance agenda for the coming fortnight The meeting will focus on:

- Graduated approach: which students require int
- List of students for 1:1 PL/FT meetings/calls
- List of students for parental meetings and Attendance Support Plans
- Updates on medium/long term absence (School refusers, medical etc)
- Review of "eyes on" list for long term absent students

Records of these actions following the meeting should be made on the student attendance log. The most recent date being updated for the relevant level of support. Previous dates and additional information should be kept in "notes".

The attendance lead will join PL meetings termly

4. Fortnightly attendance meetings

One attendance meting per term will include a "deep dive" into school attendance figures. This will include an analysis of groups, review of patterns and comparisons with local, regional and national figures. PLs will utilise:

- FFT aspire
- DfE Attendance Dashboard
- Internal school data

5. 1:1 student meetings

- Focus groups can be a useful tool in targeting support at specific students. PLs should meet at a fixed time with students in the focus group each week for half a term and discuss the previous weeks attendance and how this has affected their overall attendance.

- 1:1 meetings should be utilised to set individual targets and offer praise and recognition for improvement.

6. Parental meetings

Parental meetings give opportunity to escalate our concerns of attendance, make adjustments to support improved attendance and set out the impact of poor attendance. While attendance meetings should be called whenever the PL feels there are attendance concerns, they must be held when student is being escalated to level 4 to initiate an Attendance Support Plan (ASP)

Attendance support plans

Attendance support plans offer an opportunity to discuss and address barriers to attendance in a more formal manner.

ASPs should be review 4 weekly until attendance has improved significantly and the ASP is closed.

While ASPs should take a supportive approach, the risk of referral to Governors and LEA as a next step should be made clear.

Where a parent raises legitimate medical concerns, these should be discussed with the attendance team and, if appropriate, the student omitted from the graduated response while support is put in place. Support that has been put in place should be reviewed and new options explored including, where appropriate, Early Help assessment.

Any safeguarding concerns should be raised to the DSL in line with school safeguarding procedures.

Where barriers have been identified, these should be named and addressed as actions for school, family or student as part of the ASP.

7. Supporting students with long term absence

Students may be absent from school for a variety of reasons, authorised or unauthorised. Each case should be judged on its merit with the same outcome in mind: to support the students health, well-being and progress. In each case:

- Offer support through our internal and external referrals
- Agree a plan of action with parents (where possible)
- Schedule regular review meetings, updating the attendance team
- Keep case notes of meetings, offers of support, parent/student voice, action plans
- Seek guidance from the attendance lead

Returning from long term absence may require:

- Reduced timetable/phased return
- Well-being support
- Timetable changes
- School transfers
- Referral to LEA
- Medical support through GPs or school nurse
- Internal issues to be resolved.

PLs should communicate

8. Maintaining up to date logs and records

To ensure students are receiving the correct level of support and are escalated in a timely manner, it is vital that accurate logs are kept and updated. These logs provide additional information on pupil absence, attendance trends and current & previous intervention received. They will form the basis for attendance meetings.

Attendance logs will outline the attendance trend, previous support and current level of support. Dates should added when an intervention has taken place. If intervention is a repeat, the previous date should move to the "notes" section.

A list of relevant documents and logs can be found in the appendix.

Part 4
The role of Assistant Headteachers (SLT Link)
Structure

Each year group and progress leader has a designated Assistant Headteacher as an SLT link.

SLT links will:

- Oversee PLs in their management of form teams
- Support PLs in their support of persistently absent students
- Engage families on ASPs when progress has not been made
- Support the safeguarding and well-being of students with severe persistent absence or those with EBSA, including reintegration
- Escalate concerns to the attendance team and wider SLT

SLT links will have a good overview of their year groups attendance and should be able to comment weekly on:

- Headline figures including groups (SEND, PP, PA)
- Attendance trends for key groups (week by week attendance)
- Comparisons with the same year group last year (Headline and PA)

Part 5
The attendance office

First day response

The target time for first day response text message is 9:30 each morning.

Recipients should be checked against long term absence lists prior to the message being sent.

Absence return (CASW)

The attendance office will update LEAs when any child with a social worker is absent from school using the relevant first day absence return

Unauthorised absence

Marks may be inputted as "I" as absence calls (inc Classcharts and Iris) are received by staff in the morning when an <u>accepted reason</u> for absence is provided. Unacceptable reasons (eg. Cold, headache etc) will be marked as unauthorised.

Weekly, absences should be checked against the intensely monitored list and I codes changed O unless medical evidence has been provided.

A review of unauthorised absences will take place weekly. Parents will be informed and medical evidence requested. If received, absences will be authorised retrospectively.

The following document will serve as a guide:
https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/?utm_source=emailmarketing&utm_medium=email&utm_campaign=alssit_weekly_flyer_30_june_2023&utm_content=2023-06-30

Periodic reminders of unauthorised absences should be sent for students below 92%.

Parent outreach

In addition to communication through first day response and our graduated response, it is important that the attendance team actively contact parents of absent students to encourage a timely return to school.

Students who are highlighted on our **intensively monitored** or **Vulnerable student** list should be called on their 1st day of absence, even when parents have contacted the school.

Attendance officers should ring home for absent students even when reasons have been offered by parents. Students should be called by their 3rd day of absence prioritising by:

- SEND
- PP
- Continuous absence
- Vulnerable students

(Edit marks, user defined, intensively monitored – filter/sort by code)

At risk warning – persistent absence

Students dropping below 91% will receive the following message:

Your child's attendance has fallen to near 90% and they are at risk of becoming "persistently absent". Please contact school if you need support improving your child's attendance

Students dropping below 90% will receive the following message:

Your child's recent absence has seen there attendance fall below the 90% threshold for "persistent absence". Please contact school if you need support improving your child's attendance

Students moving above 90% will receive:
Your child's attendance has move above 90% and they are no longer categorised as "persistently absent". Thank you for your continued support.

Home visits & welfare checks

It is important that we are in contact with parents/carers on a regular basis, but also that we see students. Students should be scheduled for home visits when:

- There has been no response to First day absence calls for 3 days
- A student has long term absence and does not attend meetings. These students should be seen at least fortnightly.
- there are concerns over a student's welfare

Home visits should be logged on classcharts with any additional concerns or comments on CPOMS. Any safeguarding concerns should be raised with DSLs.

Students targeted for repeat home visits should included in the "att visit" user defined group.

Lists should be planned for the week ahead by reviewing the following reports to identify those who fit the above categories:
- Continous absence report
- Percentage attendance (0% over past 3 days, 5 days, 10 days)
- SPA/Home visit user defined group

Severe Persistent Absence

Students below 50% are SPA.

The attendance team will report on the attendance of those with attendance below 60% weekly. This includes YTD attendance, trend, last "eyes on" and notes on updates or reason for absence.

Welfare concerns

Where there are concerns over welfare, attendance officers and PLs should notify the DSL as a matter of urgency via CPOMS.

Vulnerable students

Attendance of vulnerable students should be checked daily and the DSL notified with a list of absences each morning

Sefton LEA should be notified of any absent Sefton student classified as vulnerable

Reporting on attendance

Communication within the attendance team is vital if we are to continue our improvement of attendance. The following information should be provided by the attendance office & attendance lead:

Progress leaders
- Student attendance data, separated by form. This should be provided weekly ahead of the form time attendance focus
- Weekly attendance by form
- Attendance log
- Termly lists of students achieving 100%
- Termly lists of improved attendance

Attendance lead (weekly)
- Attendance summary by group. Year to date and week prior
- List of current continuous absence including trend and notes
- List of <60% including trend and notes

DSLs (daily)
- List of absent vulnerable students

SENDCo (Weekly)
- Student attendance figures year to date
- Continuous absence list

Raising the status of attendance

If we are to continue to improve attendance at Maricourt, it is important that we highlight the importance of good attendance to students.

Attendance displays and graphics

Attendance Displays should be reviewed and updated termly. Displays should be prominent up to date

Where possible, digital displays should be updated weekly with graphs of each forms attendance. These should be updated weekly

Rewarding attendance

Communication should be positive and recognise improvements in attendance. The attendance office should send out letters for those students who have seen a substantial improvement in their attendance.

A termly review of students who have improved their attendance should take place, resulting in communication home. Students highlighted as good improvement should be communicated to PLs, along with 100% attendance students to ensure recognition in rewards assemblies.

Attendance competitions and rewards should be held throughout the year to incentivise good attendance. These can take the format of:

- Whole year group prize draws
- Targeted focus group prize draws
- Rewards for students meeting targets

Use of social media

Regular notices on social media should used to highlight our commitment to good attendance and the impact that negative attendance can have.

These can be specific to a certain event, week or attendance concern or a reiteration of our consistent message on attendance.

The attendance office should work with the Attendance Lead to ensure a regular social media presence. A bank of resources/posts is available in advance.

Targeted student lists

Working with the attendance lead and responding to feedback from PL, attendance officers will oversee lists of targeted students to support with attendance, welfare and safeguarding. These include:

- Long term absence list
- Vulnerable (social worker/plan) student list
- Vulnerable student list

- Intensively monitored list (level 3)

Part 6
The Attendance Lead

The attendance lead has the responsibility to ensure the attendance system runs efficiently and to hold staff to account where gaps are left

Attendance office meetings

The attendance lead will meet with the attendance officers fortnightly. The meeting will consist of:

- Review of outstanding actions from previous meeting cycle
- Review of escalations agreed at previous meetings
- Checks of review periods being met.
- Review of support, intervention and eyes on for extreme cases (SPA, medical and school refusers)
- Review of attendance for students monitored over safeguarding concerns
- Review of admissions

Sharing data

The attendance officer will prepare and share weekly student data for PLs, SENDCo and FTs. This will form the data for attendance logs

Reviewing logs

The attendance lead will review attendance logs and ensure that escalations and interventions are timely and appropriate. Logs will be checked weekly and discussed during attendance officer meetings.   Where appropriate, additional meetings with PLs may be arranged.

Folders will be checked to ensure FT attendance focus is being completed

Escalation to panel

The attendance lead will be responsible for managing cases that are escalated to internal governor panel (attended by HT, AHT and Governor) and to LEA panel.
Referrals will take place half termly.

Reporting on attendance

The attendance officer will report weekly on attendance by group both weekly and year to date. Comparisons will be made with historic, national and local data.

Raising the status of attendance

The attendance lead is responsible for raising the status of attendance. This includes:

- Constant communication that attendance is the role of all Maricourt staff
- Ensuring attendance has a prominent place on the school website and contains up to date information
- Ensuring displays in school, including digital displays, are relevant
- Organising assemblies for all year groups
- Organising attendance competitions for attendance
- Ensuring attendance forms part of our rewards process

Part 7
Appendix

Appendix 1: attendance officer checklist
Appendix 2: AHT checklist
Appendix 3: Half termly attendance report example
Appendix 4: concern letter 1
Appendix 5: U code concern letter
Appendix 6: Meeting agenda
Appendix 7: Attendance code summary

Appendix 1: Attendance officer checklist

Every Lesson

Update Reset list (when required)
After 10 minutes – email DFR and ROC missing register list. Call in to classrooms where possible (use pastoral support)
After 10 minutes - Email SLT and ROC missing student list

Every day

Record incoming voicemails on SIMS
Record Iris on SIMS
First day response – 9:30 target
Daily plan of call process
Sefton CWISW FDR
Update response to FDR
AP and Dual Reg attendance checks
Attendance chase up/welfare check calls – first day of absence: • Attendance monitoring list y10, y9, y8, y7, y11, sixth form
Attendance chase up calls/welfare check – 1-3 day of absence: • All other, Prioritised by SEND, PP
Late sign in
Late Iris home

Weekly

Attendance data (weekly workbook) – by Wednesday
(Student attendance data – By Tuesday)
Attendance meetings - pastoral
Home visits   • SPA user defined group (eyes on at least fortnightly)   • Continuous absent group (10 sessions for poor absence/concerns)   • No response to FDR (day 3)   • Other concerns
PA at risk text - Tuesdays
Social media posts: form attendance congratulations

Other

Holiday PCNs – Monthly
Social media posts: facts and reminders – Monthly minimum
Attendance letters – reviewed and send fortnightly
CME's – as required
Chase up medical evidence/reminder unauthorised (set letter)
15 day return
PCN submissions – Holidays or 10 sessions unauthorised

Appendix 2: AHT guide/checklist

Analyse attendance data

Analyse "attendance monitoring group" recent attendance (weekly) for patterns and triggers

- Edit marks (week register. *Focus>lesson monitor > edit marks.* Select user defined group/attendance)
- Lesson attendance by subject (attendance % by subject. *Reports>lesson monitor>whole group reports> lesson attendance by subject.* Select user defined. Select YTD of since decrease in attendance
- Percentage attendance (% attendance of any student) *Reports>lesson monitor>select student report>percentage attendance report.* Set date, threshold and group)
- Individual register report (*Reports>lesson monitor>individual student report> individual register report* Select user defined group)

Are there patterns in days and/or lessons than can be identified to target support?
Are there certain teachers or subjects missed more often?
Is punctuality an issue?
What has their attendance been like over recent weeks?
Is intervention having an impact?
Are there links to other students?

Oversee attendance support and interventions by PL

(fortnightly, using Provision map and attendance log)

- PL calls home
- ASP reviews due (every 4 weeks)
- ASPs to be initiated
- Escalation to AHT ASP (joint meeting to be held if no improvement on ASP)
- Exploration of other support required (consider SEND, well-being & mentor support, reduced timetables/phased returns)

Have all students received appropriate interventions for attendance?
Are interventions up to date?
Are there any students with recent deteriorations in attendance who required immediate intervention?
Are there any students who should be added to or removed from the attendance monitoring list?
Do PLs have a good awareness of students in their monitoring group?

Oversee PLs management of form teams

Review Classcharts (weekly)

- Are PLs checking who has logged attendance?
- Have PLs followed up if not?
- AHT to pick up if repeated

Review form time attendance (weekly)

- Has attendance data been distributed?
- Has attendance by form been shared in line up?
- Have attendance charts been displayed in assembly?

Update SLT

Share information on SPA students during SLT meetings
Escalate to attendance lead
Queries regarding next steps/process (CMEs, LEA referrals, managed moves)

Appendix 3: example half termly update letter

Dear parent,

Attendance update

As we approach our second half term, we would like to take the opportunity to share your child's attendance report.

You son/daughter's attendance currently stands at <<attendance>>>
They have been late to form on <<<late to am/pm reg>> occasions
They have been late to lessons on <<<late to lessons>>> occasions.

Attendance at this level for the remainder of the year would mean:

100%	0 days absent	All students should aspire to high attendance
95%	**10 days** of school missed Your child would miss 50 lessons	
90%	**20 days** of school missed Your son/daughter would miss 100 lessons, including **18 English and 18 Maths lessons**	Students with attendance below 90% are categorised as "persistently absent" Absence levels this high are shown to have a significant, negative impact on progress
85%	**30 days** of school missed Your son/daughter would missed 150 lessons including **26 English and 26 Maths lessons**	

When should my child stay off?
Guidance for parents on school absence has been provided by the NHS
https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/

If you are unsure about whether to keep your child off school, our attendance team will be happy to offer support.

If you need further support on improving school attendance, please contact the attendance team or your child's progress leader.

Yours faithfully,

Maricourt Attendance Team

Appendix 4: initial concern letter example

<<Salutation>>
<<Add1>>
<<Add2>>
<<Postcode>>

Attendance Concern

<<ChosenName>> <<Surname>> <<reg>>

Dear <<Salutation>>,

We are concerned about <<ChosenName>>'s attendance which currently stands at <<PercentageAttendance>>%

Attendance - <<PercentageAttendance>>
Unauthorised absences - <<UnauthorisedAbsences>>
Session lates - <<NoOfSessionsLate>>

As a school, we expect children to attend every session available to them so they can benefit from the educational opportunities provided. As such, we are writing to inform you that we will be monitoring their attendance and expect to see an improvement.
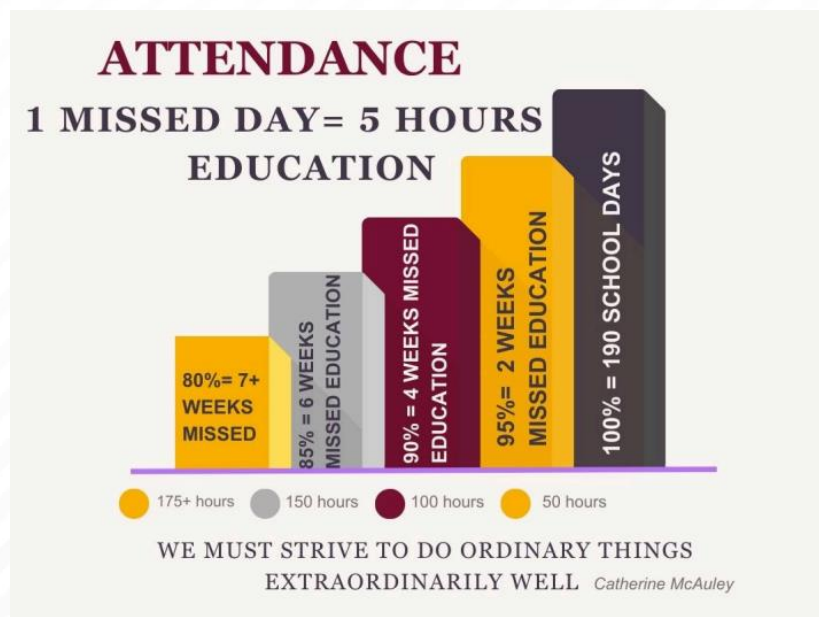
We also have a duty to inform you that should your child miss 10% or more of the sessions available to them (attendance of 90% or below), they are classed by the government as a persistent absentee.

Students with attendance below 90%, or with multiple absences, will require a school attendance meeting so that we work together to overcome barriers and maximise learning time.

Attendance expectations

Attendance is consistently shown to be a predictor of academic success. At Maricourt, Students with attendance above 95% achieved, on average, 1 grade higher than their peers with attendance below 95%. We aim for all students to have an attendance above 95%. As such, an attendance of 95% is required for participation in rewards days and trips, including Year 11 prom.

We recognise that children are ill throughout the year and that sometimes absence is unavoidable. It is expected that children under the weather or suffering from colds can still attend school.   Guidance on attending is provided by the NHS:

https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/

If your child is too ill to attend, it is important that school is informed of specific reasons before the start of the school day.

Please ensure that over the coming weeks <<ChosenName>>'s attendance improves

We can support you and your child around any attendance issues you may have therefore please do not hesitate to get in touch with our attendance and pastoral teams

Thank you for your support with this matter.

Yours sincerely

Mr D Friend
Assistant Headteacher

Appendix 5: U code concern letter example

Dynamic email template: punctuality

Dear ----------

has arrived to school after 9:20 on:

Pupil's arriving late to school can cause disruption to their own learning and the learning of others.

All pupils are expected to arrive by 8:45. Students arriving after 9:20 are recorded as a 'U' code which is counted as unauthorised absence.

As highlighted in my previous letter, the Government have introduced a new national framework for penalty notices. The threshold for when a school should consider next steps is 10 sessions (5 school days) of unauthorised absence in a rolling period of 10 school weeks. **This can be made up of any form of unauthorised absence including late after close (attendance code U)** of register and odd days of unauthorised absence (attendance code O) which add up to 5 days within a 10-week period. **This can be made up of any form of unauthorised absence including late after close (attendance code U)** of register and odd days of unauthorised absence (attendance code O) which add up to 5 days within a 10-week period.

I have attached a copy of Sefton's update on PCN's for unauthorised absence from school.

It is important that --------------- improves their attendance and punctuality. We will be monitoring their punctuality and attendance and look forward to seeing an improvement.

We want to work with parents to support our students and ensure the best outcomes for them. Should you wish to discuss this further, we can offer support through our Attendance Support Plans. Please do not hesitate to get in touch to arrange this.

Overall attendance:

Yours sincerely,

Mr D Friend
Assistant Headteacher

Appendix 6: Attendance meeting agenda

Attendance Link Meetings

Attended:
Date:

Our Maricourt family, with Christ at the centre, is a community of welcome, compassion and respect in which we are encouraged to discover our true purpose and empowered to achieve the extraordinary so as to be the change we want to see in our world.'

	Discussion	Actions
1.	Current Year group attendance: Previous week: National Average: Patten or trend/ group of focus:	
2.	**Attendance** -Attendance support plan updates -Meetings required PL/APL -Phone calls required -Escalations to SLT link -Further escalations - Other	
3.	**Lists and groups** - Intensely monitored - Focus Groups - Omitted students	
4.	**Form Tutor** -monitoring and attendance contributions - Phone calls - Class Charts points	

5.	**Reduced Time table** - Review students on RT and checklists -Update Provision map – all plans on PM	

6.	**Admissions updates**
	Managed moves:
	    - Ongoing
	    - Upcoming
	IYT:
	    -	

7.	**Punctuality**
	    - Review of data
	    - Cards
	    - Parent contact required	

8.	**SEND** -Referrals and updates	
9.	**Current updates/AOB** -PS Connect, FT notice and assembly notice-- what is coming up in the next fortnight?	

Outstanding actions

Appendix 7: Attendance code summary

Attendance code – 2024/25 summary

Type		Code	Use
Present	In school	/	**Present**
		L	**Late - before register closes** *Before 9:20 (am)* *Before 13:50 (pm)*
	AEA (Out of school)	V	**Attendance ed visit or trip** *Arranged by/for and supervised by school staff*
		P	**Approved Sporting activity**
		K	**Attendance LEA provision**
		W	**Work experience**
		B	**Attending other approved educational activity** *Face to face supervision; Educational purpose* *e.g. Transition, college course, unregistered AP*
Absent	Authorised	C1	**Regulated performance** *e.g. As part of acting/performance licence*
		C2	**Absence due to part time timetable**
		C	**Absence due to exceptional circumstances** *Application made in advance* *e.g. maternity*
		M	**Medical/dental appointment**
		J1	**Interview for employment or education**
		S	**Study leave** *Public exams*
		T	**Parent travelling for work** *Mobile child/no fixed abode*
		R	**Religious observance** *Where religious body expects parents to stay away from employment*
		I	**Illness (authorised)**

	Unauthorised	E	**Suspended of permanently excluded**
		G	**Unauthorised Holiday**
		N	**Reason for absence not yet established** *To be updated within 5 days*
		O	**Unauthorised absence or unknown circumstances**
		U	**Late after register has closed (9:20)**
Not collected		Z	**Not on roll**
		#	**planned closure**
Not possible to attend	Removed from data	X	**Non compulsory school age not required to attend** *e.g. 6th form with no lessons in a session*
		D	**Dual registered**
		Q	**Unable to attend because of lack of access arrangements** *Where LEA has legal obligation to provide transport but has not*
		Y1	**LEA Transport not available (over 3 miles)**
		Y2	**widespread disruption to travel** *E.g. local emergency*
		Y3	**Part of school closed**
		Y4	**Full school closure**
		Y5	**Pupil in Criminal justice detention**
		Y6	**Absent due to public health law** *Well enough to attend but must isolate*
		Y7	**Any other unavoidable cause** *Impacts pupil, not parent* *E.g. Bail, court appearance*

The above register codes are set nationally and refer to session attendance. Data is reported to the DfE daily on session attendance.

In order to monitor <u>lesson attendance</u> code A will be used to identify students in meetings and/order intervention

Present	In school, out of lesson	A	Students present in school but authorised to be working outside of lesson E.g. Reset, Meetings, interventions