



Glebe School

## Attendance and Absence Policy

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Start date	Summer 2024
Date of next review	Summer 2025

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## Statement of Intent

Glebe school believes that it is essential for all pupils to attend school regularly, so that they achieve their full potential. The policy is designed to:

- promote regular attendance and punctuality, so that all pupils have equal access to learning.
- Ensure that parents/carers are aware of legislation relating to attendance and that processes/measures are in place, which encourage and support students and attendance at school when they are fit & healthy.
- Compliment and be read in conjunction with the school Child Protection/Safeguarding policy.

We take a whole-school approach to securing good attendance and recognise the impact that other areas can have on improving pupil attendance to school. For example, the curriculum, behaviour standards, SEND support, pastoral interventions and the effective use of resources such as pupil premium.

We understand that barriers to attendance are complex and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment.

We are committed to:

- Promoting and modelling high attendance in order to maximise outcomes for every pupil.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

The school's attendance officer is the Family Liaison Officer and can be contacted via [admin@glebe.bromley.sch.uk](mailto:admin@glebe.bromley.sch.uk). Staff and parents are expected to contact the attendance officer for queries or concerns about attendance.

## 1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- DfE (2022) 'Working together to improve school attendance'
- DfE (2016) 'Children missing education'

- DfE 'Keeping children safe in education (KCSIE)'
- DfE (2023) 'Providing remote education'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Children with Health needs who cannot attend school
- Children with Health Needs who cannot attend school Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Data Protection Policy
- Provider Access Policy
- Curriculum Policy
- Teaching and Learning Policy
- Glebe students' learners' entitlement

## 2. Definitions

The following definitions apply for the purposes of this policy:

### **Absence:**

- Arrival at school after the register has closed
- Not attending school for any reason

### **Authorised absence: (not limited to)**

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

### **Unauthorised absence: (examples of / not limited to)**

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

### **Persistent absence (PA):**

- Missing 10 percent or more of schooling across the year for any reason

### 3. Roles and Responsibilities

3.1 The Board of Trustees has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.

The Headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of staff to the attendance officer role.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.
- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and lateness.
- Monitoring pupils who are identified as meeting the threshold set by the DFE for 'persistent absence'
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with pupils and parents with regard to attendance.
- Following up on incidents of persistent poor attendance.
- Informing the LA of any pupil being deleted from the admission and attendance registers.
- Liaising with the safeguarding team to discuss whether home visits should take place if there are safeguarding concerns

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

Parents/Carers, are responsible for:

- Providing accurate and up-to-date contact details including telephone numbers and email addresses.
- Updating the school if their details change.
- Providing the school with more than one emergency contact number and email address
- Promoting good attendance of their children to school.
- Not taking holidays during term time, so that their child does not miss out on their education.
- Commitment to ensuring that their child is not Persistently Absent from school
- Providing medical evidence for any appointments for their child so that absence can be authorised.

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.

## 4. Attendance expectations

The school has high expectations for pupils' attendance and punctuality, and will ensure that these expectations are communicated regularly to parents and pupils.

Pupils will be expected to:

- Attend school every day, for the full day (unless on a Pastoral Support Plan).
- Attend school punctually.
- Attend every timetabled lesson on time.

The school day will start at 8.45 a.m and pupils will be in their classroom, ready to begin lessons at this time. Pupils will have a morning break at 10.45 a.m, which will last until 11.00 a.m and a lunch break at 12.50 p.m, which will last until 1.25 p.m. Pupils will be expected to have returned from each break and be ready to recommence learning at the stated times. The school day ends at 3.15 pm

### **Lateness**

The school believes it is important for students to learn that punctuality is essential. Being late not only has an effect on a pupil's own learning, self-esteem and confidence, but is also disruptive to the class teacher and other students.

Students who arrive late to school will enter school via the school office.

The Family Liaison Officer and Deputy Head Teacher will monitor and review lateness and initiate appropriate action.

Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

## 5. Absence Reporting Procedures

Parents are required to contact the school office via telephone, email or on the School Comms Gateway app before 8.45 a.m on the first day of their child's absence – they will be expected to provide an explanation for the absence.

The reporting structure escalation process is as follows:

### School Office

If a child is to be absent from school, parents/carers are required to contact the school office (*not* form tutors/teachers), with an explanation for the absence. This must be done every morning where a child is not able to attend school.

Parents/carers may use any of the following details to make contact:

- Phone - 0208 777 4540 (please press 1 and follow the instructions to leave a voicemail)
- Email - admin@glebe.bromley.sch.uk
- Via the School Comms Gateway app

Where a parent has not contacted the school by the close of the morning register, to report the absence of their child, administrative staff or the family liaison officer will start the schools' first day calling procedure. All subsequent days of absence, parents must make contact, as soon as is practicable on the first day or each day, that the pupil does not attend school.

### Attendance - First day calling procedure

1. After registers are taken by form tutor on SIMS.
2. Attendance team produce the list of children absent with no explanation.
3. Attendance team contact form tutor and head of year to confirm student is not on school site.
4. Attendance team telephone all contacts listed on SIMS until reason for absence obtained.
5. Attendance team leave messages if there is a voicemail option. Text messages and emails are sent via school comms after the first call is not answered.
  - First message "We are calling from Glebe School to find out why \_\_\_\_\_ is absent. Please contact us or we will call again in 15 minutes".
  - Second message "We are calling from Glebe School to find out why \_\_\_\_\_ is absent. We are notifying the Safeguarding team of \_\_\_\_\_'s absence. Please contact us urgently or we will call again in 15 minutes".
  - Third message "We are calling from Glebe School to find out why \_\_\_\_\_ is absent. Please contact us in 15 minutes, school are extremely concerned for \_\_\_\_\_ welfare. If we don't hear from you members of the Safeguarding Team will leave school and come to your home address for a welfare check".

All contacts are telephoned three times.

6. Once you make contact and obtained a reason for absence stop first day calling procedure. Record all actions on CPOMS and code registers accordingly.

7. Inform the safeguarding team.

8. If no reply at all from anyone on the contact list for the child safeguarding team will consider: - Does the child have additional agency support, such as a social worker and contact them. - Do you have any in school intelligence, does anyone know the family?

9. Safeguarding team leave school site to complete a welfare check to the home address.

10. At address school staff will request to see student and gain reason from absence.

11. If there is no response from the home address a letter is left explaining the reason for the visit and the date and time the visit was made, requesting they make urgent contact with the school with full contact details. The letter also details next steps of the procedure.

12. On returning to school site safeguarding team will notify the EWO and make a safeguarding and protection referral, immediately to Children's social care. Police will also be contacted if a significant risk or harm considered for the student.

### **Designated Safeguarding Lead / Family Liaison Officer further action**

The school will always follow up any absences to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

The school reserves the right to request supporting evidence where a child is not attending school, to ensure due diligence for authenticity of the illness.

In the case of Persistent Absence (under 90%), arrangements will be made for parents to speak to the Family Liaison Officer for a formal meeting. The school will inform the Local Authority, of any pupils who fail to attend regularly, and where attendance is under 90% or who have missed 10 school days or more, without authorisation.

### **Education Welfare Officer / Multi Agency Safeguarding Hub involvement**

The Family Liaison Officer meets with the Educational Welfare Officer on a bi-weekly basis. During these meetings, patterns of absence and trends, persistent absence and individual pupil's attendance are identified and discussed. The Family Liaison Officer will also contact the Educational Welfare Officer via phone routinely to discuss any queries and concerns.

If a pupil's attendance is increasingly concerning and improvements are not seen, despite communication with parents and school-based interventions, then the parent will be invited to attend a meeting with the education welfare officer and the family liaison officer. This is an opportunity to gather medical and other evidence and identify if adaptations are necessary to accommodate the pupil's needs.

The educational welfare officer will join the family liaison officer on attendance-related home visits and welfare checks when available. Where there are significant concerns or contextual safeguarding,



the Designated Safeguarding Lead will contact the Multi-Agency Safeguarding Hub and may be asked to submit a referral.

## 6. Attendance Register

The school uses Sims to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Teachers will take the attendance register at the start of Lesson 1 (8.45 a.m) and at the start of every lesson, including 1.25 p.m (the start of the afternoon session). This register will record whether pupils are:

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

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school
- H = Authorised holiday
- E = Excluded but no alternative provision made
- I = Illness
- M = Medical or dental appointments
- R = Religious observance
- S = Study leave
- T = Gypsy, Roma and Traveller absence
- G = Unauthorised holiday
- N = Reason not yet provided
- O = Unauthorised absence
- U = Arrived after registration closed
- D = Dual registered at another educational establishment
- B = Off-site education activity
- J = At an interview with prospective employers, or another educational establishment
- P = Participating in a supervised sporting activity
- V = Educational visit or trip
- W = Work experience
- Y = Exceptional circumstances
- Z = Pupil not on admission register

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent.

Pupils who are absent from school but are receiving remote education for any reason will be marked as C in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for three years.

## 7. Authorising parental absence requests

Parents will be required to request certain types of absence in advance. All requests for absence are for the attention of the headteacher. The decision to grant or refuse the request will be at the sole discretion of the headteacher and will be in the best interests of the pupil concerned and the impact upon the pupil's education. The headteacher's decision is not subject to appeal.

### **Authorised Absences:**

Acceptable reasons for absence include illness, unavoidable medical/dental appointments, family bereavement, traveller absence and religious observance. The school is entitled to ask for documents to support absences.

### **Unauthorised absences:**

Reasons for unauthorised absence will include but are not limited to, holidays during term time, shopping trips, illness of a parent, day trips or long weekends, unexplained absence from school, birthdays.

### **Illness and healthcare appointments**

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment. Medical evidence should be provided.

### **Holiday**

Statutory guidance from the Department for Education states that "Head Teachers should not grant leave of absence unless in exceptional circumstances". Parents/carers should help the school to observe this directive by not applying for holidays in term time.

The headteacher will only authorise 'exceptional circumstances' absence from school having considered the pupils attendance to school. If an application for absence is made early in the school year, the student's previous academic year's attendance will be considered.

Regulations do not allow schools to give retrospective approval for leave of absence. If parents do not apply in advance, the absence will be recorded as unauthorised.

Should a parent need to request leave of absence under exceptional circumstances, the process is:

- Obtain a 'student leave request form' from the school office
- Complete the form giving the reason for the request of leave and return to the school office at least two weeks prior to the proposed start date of the leave of absence
- Authorisation of time off can only be granted by the Head Teacher (or Deputy Headteacher in their absence)
- A response will be sent to parent/carer informing them whether absence is authorised or not. If it is not authorised and the parent /carer decide to take their student out of school, the local authority may service a Fixed Penalty Notice. This could result in a fine. Failing to

pay this within the time sale would result in the fine rising and failing to pay again could result in parent(s)/carer (s) facing prosecution or a criminal conviction and/or further fine.

Requests for leave will not be granted in the following circumstances:

- During Year 7 when a pupil is settling into the school, unless certain exceptional circumstances apply, e.g. the death of a family member
- Immediately before and during assessment periods e.g Examinations
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above 10% for any reason

### **Religious observance**

Parents will be expected to request absence for religious observance at least two weeks in advance. The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

## **8. SEND and health related absences**

The school recognises that our pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for pupils with disabilities, to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will make efforts to secure additional support from external partners to help bolster attendance where appropriate or where there is the ability to do so.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Signpost parents to agencies and may make referrals in partnership with the parent/carers

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Ensuring a pupil can have somewhere quiet to spend lunch and break times.
- Implementing an agreed system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

## 9. Absence in exceptional circumstances

The use of the 'Y' code for exceptional circumstances will be collected in the school census for statistical purposes.

Exceptional circumstances will include when a pupil is unable to attend because:

- Transport provided by the Local Authority or parent is not available and the pupil's home is not within walking distance.
- There has been widespread disruption to travel services, which has prevented the pupil from attending.
- There is a Pandemic, catastrophic event or extreme weather conditions which are impacting attendance.

## 10. Truancy

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils, and understand the importance of continuity in each pupil's learning.

Any pupil with permission to leave the school during the day must sign out at the school reception and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the headteacher is notified, and they will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:

- In the first instance, parents will receive a telephone call and a letter will be sent to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.
- If any further truancy occurs, then the school will contact the Education Welfare Officer.

- A penalty notice may be issued where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term-time and persistent late arrival at school.

## 11. Attendance Intervention

In order to ensure the school has effective procedures for managing absence, the attendance officer, supported by the SLT, with guidance from the education welfare officer, will:

- Establish a range of specific, evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
  - Sending letters to parents.
  - Having a weekly HOY/Tutor review.
  - Engaging with LA attendance teams.
  - Using fixed penalty notices.
  - Creating attendance clinics.

The school will use attendance data, in line with the 'Monitoring and analysing absence' section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging. These strategies will be developed on a case-by-case basis, and will consider the particular needs of the pupils whom the intervention is designed to target.

## 12. Working with Parents to improve attendance

The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

The school will ensure that there are at least two sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance.

The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance officer will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the pupil's experience in school, the attendance officer will work with the headteacher and any relevant school staff, e.g. the DSL, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance officer will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

### 13. Persistent absence (PA)

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need
- LAC
- Young carers
- Pupils who are eligible for FSM
- Pupils with EAL
- Pupils with SEND
- Pupils who have faced bullying and/or discrimination

The school will ensure it provides support to pupils at risk of PA, in conjunction with all relevant external authorities where necessary.

The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps in learning.
- Meeting with the pupil and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading weekly check-ins to review progress and assess the impact of support.
- Making regular contact with the pupil's parent to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

The school will focus particularly on pupils who have rates of absence over 10 percent, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care.

The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

### 14. Legal intervention

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect after one term, the attendance officer will consider:

- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the EWO may issue a fixed penalty notice in line with the LA's code of conduct.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

## 15. Monitoring and analysing absence

The family liaison officer will monitor and analyse attendance data weekly to ensure that intervention and support is delivered quickly to address habitual absence at the first signs. They will also ensure that information is shared with the Department for Education and the local authority. The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort as a whole.
- Individual year groups.
- Year groups preparing for exams.
- Individual pupils.
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM.
- Pupils at risk of PA.

The attendance officer will conduct thorough analysis of the above data on a termly basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Subjects which have low lesson attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

## 16. Training of staff

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their safeguarding training.

The Board of Trustees will ensure that teachers and support staff receive training in line with this policy. Staff will be offered regular and ongoing training as part of their CPD opportunities. Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance
- The school's procedures for multi-agency working to provide intensive support for pupils who need it

The Board of Trustees will provide dedicated and enhanced attendance training to the attendance officer and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

## 17. Monitoring, Review and Evaluation

Attendance and punctuality will be monitored throughout the year. The school's attendance target is at least 96%.

This policy will be reviewed every two years by the headteacher. The next scheduled review date for this policy is Spring 2025. Any changes made to this policy will be communicated to all relevant stakeholders.