Transform Trust Attendance Policy

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1. Mission Statement

Regular and punctual attendance is an essential prerequisite to effective learning. At Brocklewood we aim to develop an ethos which demonstrates to children, parents/carers and the wider community how much we value good attendance and punctuality. We expect all children to attend school every day.

2. Aims and Expectations

We are committed to meeting our obligation with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance, through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils.
- Promoting good attendance and the benefits of good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every child has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to ensure children have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

Transform Trust recognises that absence is often a symptom of wider barriers. Schools will seek to identify and remove barriers to attendance through a support first approach, working collaboratively with pupils, families and external agencies before considering legal intervention, except where safeguarding concerns require a more immediate response.

Attendance, behaviour and belonging

Transform Trust recognises that strong attendance is closely connected to pupils' sense of belonging, safety, positive relationships and engagement in learning. Schools will promote a calm, orderly, respectful and inclusive environment in which all pupils are supported to attend regularly, behave positively and participate fully in school life.

Leaders will ensure that attendance, behaviour, safeguarding, SEND and pastoral systems work together so that barriers to attendance are identified early and addressed through appropriate support. Where attendance concerns emerge, schools will consider whether there are any linked issues relating to behaviour, bullying, relationships, SEND, mental health, family circumstances or pupils' wider sense of safety and belonging.

Schools will use attendance, punctuality, behaviour, safeguarding and pupil voice information to understand patterns and to evaluate the impact of support. Responses will be proportionate, inclusive and consistent with the school's Behaviour Policy, Safeguarding Policy, SEND Policy and Equality duties.

Transform Trust schools will:

- Strive to achieve attendance levels at or above national expectations and will set ambitious targets for improvement.
- Create an ethos in which good attendance and punctuality are recognised as the norm and valued by the whole school community.
- Work in partnership so that all children realise their potential unhindered by unnecessary

absence.

- Implement the Transform procedures for identifying, reporting and reviewing attendance and persistent lateness.
- Implement the Transform protocols for following up on non- attendance.
- Report half termly, termly and annual attendance data.
- Set quantifiable next steps to improve attendance and to review the impact of these regularly with the Headteacher and the Trust's Attendance Lead.
- Appoint a designated Senior Leader for Attendance

3. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) Working Together to Improve School Attendance (Department for Education July 2026) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. The policy will be reviewed in line with any subsequent updates to statutory guidance and attendance regulations. This guidance is based on the following pieces of legislation setting out the legal powers and duties that govern school attendance:

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

This policy also refers to:

- School Census Guidance.
- Keeping Children Safe in Education.
- Mental Health Issues Affecting a Pupil's Attendance: Guidance for Schools.

4. Roles and responsibilities

All members of school have a responsibility for attendance. The following includes a more specific list of responsibilities, which role specific (attendance) individuals have:

a. Transform Trust via its Local Governing Bodies

The Local Governing Body is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents.
- Making sure school leaders fulfil expectations and statutory duties including:
    - Making sure the school records attendance accurately in the register and shares the required information with the DfE and local authority.
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure the school has high aspirations for all pupils but adapts processes and supports pupil's individual needs.

- Build a holistic view understanding of pupils and their families so that the school can offer the most appropriate support for that pupil and/or family.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Reviewing attendance data for identified pupil groups and ensuring that leaders address any disproportionate absence.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance;
  - That absence is almost always a symptom of wider issues;
  - The school's legal requirements for keeping registers;
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate.
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing data.
- Sharing effective practice on attendance management and improvement across schools.
- Holding the headteacher to account for the implementation of this policy.

Schools may have a separate named Link Governor for attendance, or it may be part of the Safeguarding Governor's role**.** Our named Link Governor is Debbie Lawton

b. The Headteacher

- The Headteacher is responsible for:
- The implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors including authorised and unauthorised attendance.
- Supporting staff with monitoring the attendance of individual children.
- Monitoring the impact of any implemented attendance strategies.
- Making referral to EWO and issue fixed-penalty notices, where necessary (final sign off).
- Working with parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in school barriers
- Communicating with the local authority when a pupil with an education, health, care plan has falling attendance, or where there are barriers to attendance that relate to the pupils needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels.

c. The designated Senior Leader responsible for attendance

The designated Senior Leader is responsible for:

- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff.
- Liaising with pupils, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers.
- Delivering targeted intervention and support to pupils and families.

The designated Senior Leader responsible for attendance is Head of School Val Oliver and can be contacted via: email: v.oliver@brocklewood.nottingham.sch.uk

d. The Attendance Officer

The School Attendance Officer is responsible for:

- Monitoring and analysing attendance data (see section 9).
- Benchmarking attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the Headteacher.
- Working with education welfare officers to tackle persistent absence.
- Advising the headteacher when to issue fixed penalty notices.
- The Attendance Officer is Gina Bell and can be contacted via email: g.bell @brocklewood.nottingham.sch.uk

Class Teacher

Class teachers are responsible for recording attendance, on a daily basis, using the correct codes (see Appendix 3), and submitting this information to the school office. They will:

- Maintain a daily register as per the law.
- Keep an overview of class and individual attendance looking particularly for poor overall attendance, anomalies in patterns of attendance and/or unusual explanations for attendance offered.
- Pass on all relevant information shared by parents/carers ensuring logged according to policy
- Report on attendance at half termly Pupil Progress meetings.
- Provide background information for referrals.
- Emphasise with the children the importance of good attendance.
- To role model good attendance and punctuality.
- Follow up absences and lates with immediate requests for explanation where none is recorded.
- Discuss attendance at parent's evenings/consultations.

- Establish good relationships with parents so that early support can be offered to ensure children have good attendance and punctuality at school.

e. School Attendance Lead, pastoral and administration staff

School administrative staff will:

- Collate and record attendance information using Arbor by completion of daily registers using appropriate codes.
- Take and record messages from parents related to absence.
- Make first point of contact by phone by **9.30am** to parents/carers of absent children, recording as per policy.
- Follow-up dojo message by **10.30am** for absent children, as per policy.
- Record details of children who arrive late or leave the premises.
- Ensure all registers are complete and no missing marks or unexplained absence remain.
- To ensure records prior to census are complete so that attendance is accurately reported.
- To collate, maintain and update attendance data on relevant information management system.
- To provide regular updates to staff on attendance.
- Complete a report on attendance of any children below 95% and 50% for action by Head/Attendance Lead.
- Any child below 95% and 50% to send weekly report to either the Attendance Officer or the designated Senior Leader for attendance.
- Prepare and submit online referral form to EWO regarding families identified for legal action, assisted by either the Attendance Officer; designated Senior Lead.
- Order and prepare relevant certificates/rewards etc.
- Contact Attendance Officer or designated Senior Leader for attendance with details of home visits as a result of no reason for absence from parents/carers or if named on the monitoring list.
- Notify the Attendance Officer or designated Senior Leader of other safeguarding reasons which may be applicable and may result in a home visit.

f. Parents/Carers

Full attendance is essential to the all-round development of a child and they should be allowed to take full advantage of educational opportunities available to them by law. Poor attendance undermines their education and, sometimes, puts children at risk. The school will share the attendance Information with parents at each parent consultation meeting and more frequently where there are concerns.

Parents are expected to:

- Make sure their child attends school regularly and arrives on time.
- It is the **parents' responsibility** to contact the school before 9.30am on the **first day** their child is absent. This is a **safeguarding matter** so that all parties know that your child is safe.
- Provide the school with at least two emergency contact numbers for their child.
- Ensure that where possible appointments for their child are made outside of the school day
- Children are expected to arrive by 8.45am. All children who arrive late from 9am must report to the school office to sign in via the screen in the main reception area, where their meal requirements noted and the reason for lateness is recorded.

- Keep to any attendance contracts that they make with the school and/or local authority.
- Seek support where necessary for maintaining good attendance by contacting Gina Bell-email: g.bell@brocklewood.nottingham.sch.uk

g. Children

Children are expected to attend school every day on time.

5. Recording Attendance

- **Attendance register**

We are required by law to call attendance registers twice daily - once at the start of the morning session and again during the afternoon session.

In considering attendance levels, the register is of paramount importance. Registers are legal documents. Should the parents/carers of a persistent non-attender be prosecuted by the Local Authority, then the information which the register contains will be the main source of evidence presented to the court. The regulatory requirements placed on schools with regard to the keeping of registers are to be found in The Education and Inspections Act 2006 The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments).

We will place all children onto this register. It will mark whether every child is:

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment
- (See Appendix 3 for the Department of Education's attendance codes).

We will also record:

- For children of compulsory school age whether the absence is authorised or not.
- The nature of the activity if a child is attending an approved educational activity.
- The nature of circumstances where a child is unable to attend due to exceptional circumstances.

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Children must arrive in school on time on each school day.

- **Unplanned absence**

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an

unplanned absence by 9.30am or as soon as practically possible, by calling the school office staff via main office **Tel: 0115 9153272.**

School will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Medical evidence may be requested where there are concerns about attendance patterns, where a pupil's attendance is already causing concern, or where clarification is reasonably required.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

- **Planned absence**

Attending a medical or dental appointment will be counted as authorised as long as the pupils parent notifies the school in advance of the appointment.

Parents need to bring in proof of appointments

Contact the school office, telephone via 0115 9153272 or message the Attendance officer Gina Bell via email g.bell@brocklewood.nottingham.sch.uk

However, we encourage parents to make medical appointments out of school hours when possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term time absence as far in advance as possible of the requested absence.

- **Lateness and punctuality**

A pupil who arrives late:

- After the register has closed (9am) will be marked as late, using the appropriate code L.
- After the register has closed (9.30) will be marked as absent, using the appropriate code U.
- If your child is repeatedly late the Attendance Lead/Pastoral staff will contact you to offer support in improving punctually and agree provision to support you and your child to attend on time

Trust minimum expectations for punctuality

Schools will establish clear morning entry routines so that pupils are welcomed into school calmly and punctually. Schools will record late arrival accurately using the appropriate attendance code and will distinguish between arrival before and after the register has closed.

Repeated lateness will be monitored, discussed with parents and carers, and considered alongside attendance, safeguarding, SEND, pastoral and behaviour information where relevant.

Schools will seek to understand the reasons for persistent lateness and provide support where barriers are identified.

- **Following up unexplained absence**

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

- Call the pupil's parents on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach an of the pupil's emergency contacts the school may contact the Police.

- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session for which the pupil was absent.
- Call the parent on each day that the absence continues without explanation to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer.
- Where relevant, offer support to the pupil and/or parents to improve attendance.
- Identify whether the pupils' needs support from wider partners and make the necessary referrals.

Reporting to parents

- The school will regularly inform parents about their child's attendance and absence levels.
- Termly attendance letters and parent meetings
- Every term share attendance on the school news letter
- Share attendance data at parents evening
- End of year attendance report is sent to parents with school report

6. Authorised and unauthorised absence

a. Approval for term-time absence

The Headteacher will allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings.

The Headteacher will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad.
- Attending an interview.
- A temporary, time limited part-time timetable.
- Exceptional circumstances.

Part-time timetables will be used only in exceptional circumstances. Will be time limited, regularly reviewed and form part of an agreed reintegration plan. They will not be used as a long-term solution for attendance, behaviour or SEND concerns.

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define exceptional circumstances as unexpected, unavoidable out outside our control.

As a leave of absence will only be grated in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks old before the absence and in accordance with any leave of absence request form. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for authorised absence include (but not limited to):

- Illness (including mental health illness) and medical/dental appointments.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong.
- Parents travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupils is attending educational provision.
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made).

Other reasons the school may allow a pupil's to be absent from the school site, which are not classified as absences include but are not limited to:

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.
- Attending another school at which the pupil is also registered (dual registration).
- Attending provision arranged by the local authority.
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements or because the school premises are closed.

b. Sanctions

Our school will make use of the full range of potential sanctions, including, but not limited to, those listed below to tackle poor attendance. Decisions will be made on an individual case by case basis

Penalty Notices

The Headteacher (or someone authorised by them), local authority or the Police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.
Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks).
- Whether a penalty notice is the best available tool to improve attendance for that pupil.
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

If the national threshold 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.

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

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 so far.
- 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.

7. Strategies for promoting attendance

Good attendance is rewarded in a variety of ways at Brocklewood, using a mixture of individual, class and whole school incentives. These incentives might include:

- Sharing weekly attendance percentages for each class, along with weekly winners with parents and children via assemblies, newsletters, dojo, attendance boards etc.
- Opportunities for the best attendance the previous week to be celebrated.
- The class with the highest weekly attendance % will receive a recognition trophy.
- Weekly recognition post cards for individual pupils whose attendance should be recognised. (Nominations can be made by any staff member)
- Reminders of good attendance on pupils academic, emotional and social attainment.

- Schools will celebrate and recognise strong attendance, improved attendance and positive engagement with attendance support. Recognition of attendance will be inclusive and sensitive to pupils with medical needs, SEND, disability, religious observance or other exceptional circumstances, so that pupils are not unfairly disadvantaged for absence beyond their control. Schools should celebrate improved attendance, punctuality, positive routines and constructive engagement with attendance support, as well as strong overall attendance.

In addition

- Classes may develop their own systems for celebrating and rewarding school attendance.
- At least 3 competitions/prizes will be awarded for specific attendance related targets throughout the year.
- Specific attendance targets may be met through the use of adult friendly incentives and/or individual prizes.

8. Supporting pupils who are absent or returning to school

a. Pupils absent due to complex barriers to attendance.

Schools recognise that attendance difficulties can arise from a range of complex social, emotional, family and environmental factors. Schools will work collaboratively with pupils, families and external agencies to understand barriers and develop support plans which promote sustained attendance and engagement.

Pupil voice and family partnership

Schools will seek pupils' views, where age and developmentally appropriate, to understand barriers to attendance, punctuality and engagement. This may include conversations about safety, belonging, relationships, learning, routines and any worries that may be affecting attendance.

Schools will engage parents and carers, particularly where pupils have SEND, are disadvantaged, are known or previously known to children's social care, are young carers or face other barriers to learning and wellbeing. Support will be reviewed collaboratively so that attendance plans remain realistic, proportionate and effective.

The nature of support will vary but may include:

- Regular communication with parents and carers
- Mentoring, ELSA and Pastoral support
- Soft start
- Wellbeing check ins
- Walking bus
- Family support referral

- Development of an Attendance Improvement, plan that captures the agreed actions, alongside parent/carer and pupil voice.

b. Pupils absent due to mental or physical illness health or SEND

- will be supported on a case-by-case basis with bespoke support developed and implemented.
    - Support may include all the strategies listed above as well as flexible start and finish times (if appropriate) and part time timetables. In most cases we would also liaise with the LA support team (Learning support and Autism teams Ed Pysch, IES and INclude) to seek advice and support.
    - If pupils are likely to be absent for extended periods of time school will support the family to access learning through work sent home, remote access to lessons (via Teams or AI bot) or through external sources (e.g., Oak Academy). The type of learning at home will depend on the family and how best to support them.

Schools will avoid treating attendance difficulties linked to mental health as a behavioural issue. Schools will work alongside families, health professionals and local authority services to understand barriers and develop plans that support successful reintegration and sustained attendance.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

c. Remote Education and Reintegration

Where a pupil is unable to attend school for a temporary period due to medical needs or other exceptional circumstances, the school may provide remote education in line with statutory guidance and Trust procedures.

Remote education will not be regarded as a long term alternative to attendance at school and will only be used where attendance is not reasonably possible due to the pupil's individual circumstances.

Where remote education is provided, the school will work with the pupil, family and other relevant professionals to maintain engagement with education and develop a clear plan for reintegration to full-time attendance at school at the earliest opportunity.
Any period of remote education will be regularly reviewed to ensure that it remains appropriate and continues to support the pupil's return to full-time education.

Oversight of pupils not attending full time

Where a pupil is not attending school full time, including where a reduced timetable, remote education or alternative provision is in place, leaders will maintain clear oversight of the pupil's whereabouts, welfare, safeguarding arrangements, education provision and reintegration plan.
Arrangements will be time limited, regularly reviewed and recorded. Leaders will ensure that pupils and families remain connected to school and that there are clear milestones towards increased attendance or a return to full-time education where this is appropriate.

d. Pupils returning to school after a lengthy or unavoidable period of absence

- Pupils returning to school after a lengthy or unavoidable period of absence will be supported to return successfully by:
- A relevant member of staff, Learning Mentor, SENDCO, class teacher or Pastoral team will be in regular contact with the family and child and will make contact before their return date.

- A bespoke package will be planned to support the pupil to return and could include:
- Meet and greet
- Time with a friend
- Time in pastoral
- Check ins from learning mentor
- TA support
- Support at tricky parts of the day (break and lunch?)

9. Attendance Monitoring

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

School will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis.
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below).
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

Triangulating attendance and behaviour information

Schools will regularly consider attendance information alongside behaviour, safeguarding, SEND, pastoral and wellbeing information. This will help leaders identify whether absence or lateness is linked to wider barriers, including unmet need, bullying, relationship difficulties, anxiety, low engagement, behaviour incidents or concerns beyond school.

Leaders will use this information to plan support, review impact and ensure that pupils and families

receive timely help. Attendance analysis will include consideration of vulnerable and identified pupil groups and will be reported to senior leaders and governors as part of routine monitoring.

Specific pupil information will be shared with the DfE on request.

Our school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

a. Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance. Particular attention will be paid to attendance patterns amongst vulnerable groups including children with a social worker, children looked after, previously looked after children, young carers, pupils with SEND, pupils in receipt of pupil premium and other identified groups, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

b. Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that have been identified via data analysis.
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below).
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

c. Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence. Particular attention will be paid to the attendance patterns amongst vulnerable groups, including young carers, pupils with SEND, children with a social worker, looked after and previously looked after children, disadvantaged pupils and Gypsy, Roma and Traveller pupils where attendance disparities are identified.
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education.
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions.
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence.
- Implement sanctions, where necessary.

d. The Trust also monitors individual school attendance through:

- Half Termly collection of attendance data.
- Termly Standards Meetings – this is where the individual Headteacher's Report is presented and discussed. The Trust Partnership Link and/or Partnership Director/CEO; along with Governors are present at these meetings.
- Termly Guardians meeting to consider individual and overall Trust attendance and any safeguarding concerns.
- The Trust's Attendance Panel.
- The Trust's annual Spotlight Visit on individual schools.
- The CEO's Report to the Trust Board.
- The CEO's 'Indicator of Concern' for Governors and Trustees.
- Brocklewood will arrange meetings with parents

The principles of this Policy apply to all Nursery and Reception children. Although attendance is not statutory for children below compulsory school age, schools will promote regular attendance and punctuality from the earliest stages of education. Schools will apply the expectations set out in

Appendix 4: Attendance Expectations for Nursery and Reception Children, while recognising the distinction between statutory attendance duties and early years attendance expectations.

Links with other policies and procedures

This policy should be read alongside the school's Behaviour Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy, SEND Policy, Equality information and objectives, Suspensions and Exclusions procedures, Children Missing Education procedures, Early Years procedures and any relevant local authority attendance guidance.

10. Monitoring and Review of this Policy

This policy may be amended at any time to take account of changes in legislation. The normal cycle of review for this policy will be annual.

Appendices

1. Unexplained Absence Guidelines
2. Fixed-Term Penalty Notices for Holidays – Guidance for schools
3. DfE Attendance Codes
4. Early Years Attendance Expectations

Appendix 1: Unexplained Absence Guidelines

At any point if anyone is concerned about the child's well-being, the Police should be contacted and asked to conduct a safe and well check.

1st Day of Unexplained Absence

- Phone call made and text message sent to parents/carers.
- Headteacher and SLT to be notified of absence for children with safeguarding concerns.
- In addition to this a home visit by the Attendance Officer/ Pastoral team may be requested. Priority factors to consider:
  - Any children for whom there are safeguarding concerns.
  - Any absence for children with Safeguarding concerns should be logged onto MyConcern
  - Any children on the Low Attendance list.
  - Any instance where the absence seems suspect – i.e. it seems possible/likely that the absence is not illness related (e.g. birthdays, possible holiday etc).
  - Any instance where the absence may have an additional impact on the child, (e.g. child has an exam/is on a trip in the afternoon etc).
  - Any child where there is a history of unexplained absences.
  - Any child whose parent is known to have a life-limiting condition.
- If AO is unavailable, it should be considered whether a visit from other school staff may be necessary.

2nd Day of Unexplained Absence

- Repeat Day 1 procedures.

3rd Day of Unexplained Absence

- Ensure that all contact numbers have been tried. If a number is incorrect or does not connect, new numbers MUST be chased. Each child should have at least 2 numbers to try.
- Ensure that somebody has visited the property (visit card left if no one is present). Every effort MUST be made to gain access- ask neighbours if they have seen the child.
- Email sent to all appropriate staff including Headteacher, reporting absence (although this should be done on 1st day of absence for children with safeguarding concerns).
- Memo given to Class Teacher asking that they report any relevant information to the office.
- If no contact is made with parents/reason provided for absence this should be logged onto MyConcern as this is now a safeguarding matter, even if there are no other safeguarding concerns. (for children with safeguarding concerns this should be an update to previous logged concern from day 1).
- Transform Trust to be notified using the cmie@transformtrust.co.uk email account.

Days 4-7, 8-10, 11-20 of Unexplained Absence

- Continue to try to make contact, including home visits.

7th Day of Unexplained Absence

- Re-check that all contact numbers have been tried.
- Another visit to the property to be made (visit card left if no one is present).
- Email sent to all appropriate staff and Headteacher reporting that child remains absent.
- A letter to be sent (copy to be retained), requesting contact from the parents/carers and informing

them of imminent referral to Education Welfare and the potential impact.

- Concerns to be updated on MyConcern.
- Transform Trust to be updated using the cmie@transformtrust.co.uk email account.

10th Day of Unexplained Absence

- Senior Management Team to be updated.
- Home visit to be made.
- Concerns updated on MyConcern.
- Transform Trust to be updated using the cmie@transformtrust.co.uk email account.

20th Day of Unexplained Absence

- Senior Management Team to determine if a child is removed from roll following consultation and agreement with the Local Authority. If so:
  - Letter issued to parents/carers.
  - Transform Trust to be informed using the cmie@transformtrust.co.uk email account.
  - CME form to be completed on the Schools Information Portal.
  - CTF to be uploaded.
  - Child to be removed from roll once agreed by Local Authority.

Appendix 2

Transform Trust Fixed Term Penalty Notices for Holidays - guidance for schools

It has been agreed, through discussions at Partnership meetings with Headteachers, that schools in Transform Trust will **not** authorise term time holidays. This is in accordance to the law which states that parents do not have the right to take their child out of school for holidays during term time and can only request leave of absence due to exceptional circumstances. If a child is taken on holiday during term time without the school's authorisation this will be recorded as unauthorised absence and will result in action being taken against parents or carers.

However, leave of absence for a term time holiday can be granted for ***'exceptional circumstances'*** and this will be at the discretion of the Headteacher.

The Headteacher will consider and respond to each term time holiday request.

A holiday request will only be authorised once the Headteacher has considered whether exceptional circumstances exist and has considered the following:

- There are exceptional circumstances that requires the holiday is taken during term time and this will only be for a maximum of 10 school days.
- The child's attendance to date is in line with or better than national.
- The child's attendance, historically, has been in line with or better than national.
- The child is consistently at school on time.
- The child's safeguarding file has been reviewed and there are no current concerns. Where applicable, external agencies have been consulted regarding the implications of a period of absence.
- The location of the holiday in relation to the age and gender of the child has been considered and does not meet threshold of concern for safeguarding e.g. FGM locations.
- The Headteacher may want to provide schoolwork for the child dependent on the nature of the circumstances for the holiday.

Appendix 3: DfE's 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

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

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 isn't 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 4: Attendance Expectations for Nursery and Reception Children

Attendance in the Early Years

Transform Trust recognises that children develop the foundations for future learning, wellbeing and success during the Early Years. Regular attendance supports children's learning, language development, social skills, emotional wellbeing and readiness for statutory education.

Whilst attendance is not compulsory for children below statutory school age, the Trust places a high value on regular attendance and punctuality for all children attending Nursery and Reception.

Schools will work in partnership with parents and carers to establish positive attendance habits from the earliest stages of a child's education and to ensure that every child benefits fully from the opportunities available to them.

Trust Expectations

The Trust expects all children attending Nursery and Reception to attend regularly and punctually unless prevented by illness or exceptional circumstances, arrive on time and prepared for learning, attend for all agreed sessions, and develop positive routines and habits which support future attendance throughout their school journey.

Parents and carers are expected to notify the school promptly if their child is unable to attend and to work collaboratively with the school to address any attendance concerns.

Monitoring Attendance

Although statutory attendance procedures do not apply to children below compulsory school age, schools will monitor attendance and punctuality for Nursery and Reception pupils.

Schools will monitor attendance patterns, identify emerging concerns at an early stage, work proactively with families where attendance begins to decline, seek to understand and address barriers affecting attendance, celebrate good and improved attendance, and maintain accurate attendance records for all children on roll.

Supporting Families

Transform Trust recognises that attendance difficulties may arise due to child development needs, health or medical concerns, anxiety or emotional wellbeing needs, family circumstances, transport or childcare arrangements, or other barriers outside a family's immediate control.

Schools will adopt a supportive and relational approach, working with families to identify practical solutions and access support where required. Support may include meetings with parents or carers, flexible transition arrangements, pastoral support, signposting to external services, individual attendance plans and multi-agency support where appropriate.

Safeguarding

The Trust recognises that poor attendance can be an indicator of wider safeguarding concerns. Where attendance patterns give rise to concern, schools will follow safeguarding procedures in line with their Child Protection and Safeguarding Policy.

Schools may undertake welfare checks, home visits or seek support from external agencies where necessary to ensure children are safe and receiving appropriate support.

Transition to Statutory School Age

Establishing positive attendance habits during Nursery and Reception helps children prepare successfully

for compulsory education.

Schools will work with parents and carers to ensure that children approaching statutory school age understand the expectations of full-time education and the importance of attending school regularly.

Once a child reaches compulsory school age, attendance will be managed in accordance with the main body of this Attendance Policy and relevant statutory guidance.