



# St Michael's Catholic School

## Attendance Policy 2024/25



APPROVED BY:

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## 1. Aims

All that we do in our family of schools is defined by our Mission and our Vision:

**Our Mission:** 'The glory of God is a human being fully alive!' (St Irenaeus). St Michael's Catholic School mission statement is 'Achieving in Faith with Love as a Community'.

**Our Vision:** Human flourishing and the uniqueness of every individual as a child of God is at the heart of our Catholic educational enterprise. In this context, a human being fully alive is one who is open to faith – to love – to joy – and to learning. They are daily becoming the person God created them to be and they are ready to

delight in their God-given gifts, and to use them in the service of the Common Good both within our school community and beyond.

**Outstanding attendance is everyone's responsibility.** The St Thomas Catholic Academies Trust and St Michael's Catholic School is committed to providing a quality education for all our pupils and ensuring that learners and their families understand the importance of punctuality and full attendance at school.

Students who are 'fully alive' will be full participants in school life and will look forward to their time in school. Where there are barriers to attendance, they will be examined, every effort made to understand them and to provide solutions. Through the application of this policy, we will unlock the potential of each child to truly delight in their God-given gifts and recognise this is only possible where a child attends school regularly and punctually.

Across one school year:

- Less than 5 days absence = 25 learning hours = 97.3% attendance
- 14 days absence (approx.) = 90 learning hours = 92.6% attendance
- 20 days absence (approx.) = 100 learning hours = 89.4% attendance
- 30 days absence (approx.) = 150 learning hours = 84.2% attendance
- An 80% annual attendance figure means a child will have missed approximately 39 days of education over the academic year, averaging 1 day per week and 195 learning hours in total across the academic year.

We are committed to meeting our obligations with regards to school attendance by:

- fostering a shared understanding of the importance of good attendance across the whole-school community
- Promoting good attendance and punctuality
- Setting high expectations for attendance - positively reinforcing full or improved attendance and intervening where attendance falls below 97%
- Acting swiftly to reduce lateness, absence, persistent absence and severe absence, with a specific focus on immediate support for vulnerable learners
- Ensuring every pupil has access to the full-time education to which they are entitled
- Establish protocols to ensure that attendance issues are addressed early and effectively
- Building strong relationships with parents and carers to ensure pupils have the support in place to attend school, engaging and involving families in a proactive and positive way to sustain high attendance and to support and challenge parents/carers where attendance falls below 97%

We will also promote and support punctuality in arriving to school and attending lessons.

### **Learning:**

Pupils' enjoyment of, and ability to participate fully in their education is of paramount importance to us as a Trust and school. Any absence affects the pattern of a child's schooling. Regular absence seriously affects learners' learning and progress over time, leading to poorer outcomes, which can inhibit life chances and opportunities. Department for Education (2016) research shows a direct relationship between the attendance of learners and their outcomes at the end of primary school or secondary school: put simply, the more days learners go to school, the better they do. Research also shows us that schools that relentlessly pursue good attendance have better overall attainment and behaviour.

### **Safeguarding:**

Pupils may be at risk of harm if they are not in school regularly. Learners who are missing from school are at significant risk of being victims of harm, exploitation or radicalisation, underachieving, and becoming NEET

(not in education, employment or training) later in life. We will do everything we can to ensure our learners are safe including as per guidance in KCSIE 2023 schools where reasonably possible asking for more than one emergency contact per child that is registered with the school. As such having more than one emergency contact may mean these are used to support attendance where it is not possible to make contact with parent / carer including when addressing concerns if a child is missing from education.

## 2. Legislation and guidance

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

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

This policy also complies with our trust's funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The Board of Trustees

The Board of Trustees is responsible for:

- Promoting the importance of school attendance across the trust's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole trust

### 3.2 The Executive Headteacher and St Michael's Catholic School's Local Academy Committee

The Executive Headteacher and The Local Academy Committee is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher from each campus to account for the implementation of this policy

### 3.3 The Headteachers

The headteacher at each campus is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors

- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

### 3.4 The designated senior leader responsible for attendance at each campus

The designated senior leader at each campus is responsible for:

- Leading attendance across their individual campus
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families
- Regularly updating the designated safeguarding lead on any attendance concerns and trends

The designated senior leaders at St Michael's Catholic School responsible for attendance:

Primary Phase: Dani Collins

Aylesbury Secondary: Rob Rooney

High Wycombe Secondary: Niamh Ellison

### 3.5 The school attendance officers

The school attendance officer at each school is responsible for:

- Monitoring and analysing attendance data (see section 7)
- 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 leaders responsible for attendance and the headteachers
- Working with education welfare officers to tackle persistent absence
- Advising the headteachers when to issue fixed-penalty notices

The attendance officers for St Michael's Catholic School:

Primary Phase: Angie Quigley

Aylesbury Secondary: Noreen Khan

High Wycombe Secondary: Angie Quigley – [reporting-absence@stmichaelscs.org](mailto:reporting-absence@stmichaelscs.org)

### 3.6 Class teachers / Form Tutors

All class teachers/form tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office.

### 3.7 School office staff

School office staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system

- › Transfer calls from parents to the head of year/pastoral lead/head of keystage (where relevant) in order to provide them with more detailed support on attendance

### 3.8 Parents/carers

Parents/carers are expected to:

- › Make sure their child attends every day on time
- › Call the school to report their child's absence using the school's agreed systems on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- › Provide the school with at least 1 emergency contact number for their children and more than 1 if possible
- › Ensure that, where possible, appointments for their child are made outside of the school day
- › Book family holidays during school holidays
- › Engage with any support offered to address any barriers to their child's attendance.

### 3.9 Pupils

Pupils are expected to:

- › attend school punctually every day
- › attend all lessons on time
- › engage with any support offered by the school to help them overcome any barriers to attendance.

## 4. Recording attendance

### 4.1 Attendance register

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

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

Any amendment to the attendance register will include:

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

See appendix 1 for the DfE attendance codes.

We will also record:

- › Whether the absence is authorised or not
- › The nature of the activity if a pupil is attending an approved educational activity



- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made. Pupils must arrive in school by 8:45am for the Primary Phase and 8:25am for both Secondary Phases on each school day.

The register for the first session will be taken at:

Primary Phase: 8:45am and kept open until 9:15am

Aylesbury Secondary:

High Wycombe Secondary: 8.30am (students should arrive by 8.25am)

The register for the second session will be taken at:

Primary Phase: 1pm and kept open until 1:15pm

Aylesbury Secondary:

High Wycombe Secondary: 2pm

## 4.2 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 9am or as soon as practically possible by calling the school (see also section 7).

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

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

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

## 4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

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

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Please note that informing the school of intended absence does not mean that this absence will be authorised; for example, absence due to a term time holiday will be treated as an unauthorised absence. Go to section 5 to find out which term-time absences the school can authorise.

## 4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Where there are concerns about punctuality, the school will make verbal contact with parents/carers. If the concerns persist, the designated senior leader responsible for attendance at each school will write to the parents/carers about punctuality, including a copy of the child's registration certificate, and stating the total minutes late over a determined period.

If there is no improvement, the school will arrange a meeting with the parent/carer, offering specific pastoral support using the resources and staffing already available within the school.

In the event of persistent lateness, the school may make a formal referral to relevant external agencies.



## 4.5 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 parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If we cannot reach any of the pupil's emergency contacts, we may conduct a home visit or contact the police and/or social services (if appropriate).
- 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
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where an absence is unplanned and there is no or insufficient communication with the school, the Attendance Officer will follow up on this with the parent/carer and will refer to the appropriate authority should this be needed; for example, referring to the Child Missing in Education team at the Local Authority.

## 4.6 Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels.

# 5. Authorised and unauthorised absence

## 5.1 Approval for term-time absence

A headteacher will only grant a leave of absence to pupils during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteachers' discretion, including the length of time the pupil is authorised to be absent for.

A request can only be authorised where there are 'exceptional circumstances' for example bereavement or serious illness.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via <https://www.stmichaels.bucks.sch.uk/our-school/absence-forms/>. The headteachers may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness
- Emergency 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. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- a pupil taking part in a performance if the local authority has granted a licence for this;
- a pupil being suspended or excluded;
- pupils on a temporary, part-time timetable, where this has been arranged by the school;
- bereavement (close friend or family member);

- study leave (where this has been approved by the school);
- Traveller pupils 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 pupil is attending educational provision

## 5.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason
- whether there are exceptional circumstances that explain an absence that would usually be unauthorised.

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

Legal sanctions will only be pursued when the family concerned have been offered support and this has either been unsuccessful or the family have failed to engage.

## 6. Strategies for promoting attendance

### Rewarding Good Attendance

We expect every child to come to school on time every day. We reward good attendance with special recognition certificates and prizes where appropriate at particular stages through the academic year.

Each campus has their own attendance rewards system

Primary:

Regular updates to parents regarding general primary attendance and reminders send home about the importance of good attendance.

Termly certificates for good attendance over 97%

Aylesbury Secondary:

High Wycombe Secondary:

Termly certificates and prizes in rewards assemblies

Rewards trips each term

## 7. Attendance monitoring

We recognise that poor attendance can be an indication of difficulties in a child's life. This may be related to problems at home and or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement,



divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required.

We also recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, and looked after children.

## 7.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the three campuses and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

Pupil-level absence 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 and Trust will compare attendance data to the national average and share this with the Local Academy Committee and Board of Trustees.

## 7.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

## 7.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers/form tutors, and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

## 7.4 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.

The school will use attendance data to find patterns and trends of persistent and severe absence.

To respond to persistent and severe absence, the school will seek to identify and address root causes. As there are a wide range of reasons for this occurring, the response will be determined on a case-by-case basis. However, typical strategies will include:

- supporting the pupil and their family to understand the reasons that attendance is important and the possible implications of repeated absences
- enhanced monitoring of individual pupils where attendance is (or could be) an issue
- Letters home
- holding meetings with parents or carers to discuss concerns
- Attendance contracts

- offering specific pastoral support using the resources and staffing already available within the school
- working with external partners to address the underlying factors that are causing the absence
- issuing warning letters and fixed penalty notices;

An individual child whose attendance is under 90% (regardless of whether or not the absences have been authorised) will be closely monitored by the designated senior leader responsible for attendance at each campus and a letter from the Headteacher will be issued regarding our concerns about their attendance.

Support offered to families will be child centred and planned in discussion and agreement with both parents/carers and pupils. Where parents/carers fail or refuse to engage with the support offered and further unauthorised absence occurs, schools will consider the use of legal sanctions.

## 8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every 2 years. At every review, the policy will be approved by the Local Academy Committee.

## 9. Links with other policies

This policy links to the following policies:

- Safeguarding and Child Protection policy
- Behaviour policy

## 10. Equalities monitoring



<p>To what extent does this policy have any implications for people of relevant protected characteristics (RPC) as outlined below?</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender reassignment</li> <li>• Marriage and civil partnership</li> <li>• Pregnancy and maternity</li> <li>• Religion or belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul> <p>(Equality Act, 2010)</p>	<p><b>Assessment:</b></p> <p>This policy is applied in the context of the Object for our Academy Trust as set out in the Articles of Association and Scheme of Delegation.</p> <p>There is no other intentional impact on protected characteristics.</p>
<p>Will this policy advantage or disadvantage any particular group?</p>	<p>Collecting data for all "groups" will disadvantage those students whose attendance is lower than non-RPC students by identifying them as being in needs of support which will enable them to achieve as well as non-RPC students.</p>
<p>How will this policy, if relevant, promote equality of opportunity across our school?</p>	<p>Improving the attendance of any 'group' will lead to greater equality of outcome and therefore improved relations between all groups of students.</p>
<p>Success criteria and monitoring</p>	<p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• Progress is being made towards meeting attendance targets.</li> <li>• Rates of authorised and unauthorised absence are minimized and at or below national averages.</li> <li>• The attendance of groups identified as having a particular problem will show improvement following relevant interventions.</li> </ul> <p><b>Monitoring:</b></p> <p>Local Academy Committees will review this annually.</p>

## Appendix 1: attendance codes

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

Code	Definition	Scenario
<b>Statistically present</b>		
/	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 (present)
K	Attending education provision arranged by the local authority	Pupil is attending an approved educational activity

<b>B</b>	Off-campus educational activity	Pupil is at a supervised off-campus educational activity <b>OR PROVISION</b> approved by the school
<b>D</b>	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>P</b>	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
<b>V</b>	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
<b>W</b>	Work experience	Pupil is on a work experience placement approved or organised by the school

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>Authorised absence – Absent with Leave</b>		
<b>C</b>	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances (including maternity leave)
<b>C1</b>	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Pupil has been granted leave of absence to undertake employment (paid or unpaid) during school holidays
<b>C2</b>	Leave of absence for a compulsory school age pupil subject to a part-time timetable	The school and a parent who the pupil normally lives with have agreed that, exceptionally, the pupil should temporarily be educated only part-time and have agreed the times and dates when the pupil will, during the period of temporary part-time education, be expected to attend the school.
<b>E</b>	Suspended or permanently excluded and no alternative provision made	The pupil is suspended from school or permanently excluded from school, but their name is still entered in the admission register, and no alternative provision has been made for the pupil to continue their education.
<b>I</b>	Illness	School has been notified that a pupil will be absent due to illness ( both physical and mental health related)
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment

<b>Q</b>	Unable to attend the school because of a lack of access arrangements	The pupil is unable to attend the school because a local authority has a duty set out in regulation 10, 12 or 13 to make access arrangements to enable the pupil's attendance at school and have failed to do so (classified as not a possible attendance)
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 pupil is on study leave during their public examinations (or any other year group studying for a public examination)
<b>T</b>	Parent travelling for occupational purposes	The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place
<b>X</b>	Non-compulsory school age pupil not required to attend school	Schools can grant a leave of absence for a pupil not of compulsory school age to attend school part-time (classified as not a possible attendance)
<b>Y1</b>	Unable to attend due to transport normally provided not being available	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available. (classified as not a possible attendance)
<b>Y2</b>	Unable to attend due to widespread disruption to travel	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency (classified as not a possible attendance)
<b>Y3</b>	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use (classified as not a possible attendance)
<b>Y4</b>	Unable to attend due to the whole school campus being unexpectedly closed	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in

		the admission register at the time must be marked with code Y4 to record the fact that the school is closed (classified as not a possible attendance)
<b>Y5</b>	Unable to attend as pupil is in criminal justice detention	The pupil is unable to attend the school because they are: <ul style="list-style-type: none"> <li>• in police detention,</li> <li>• remanded to youth detention, awaiting trial or sentencing, or</li> <li>• detained under a sentence of detention. (classified as not a possible attendance)</li> </ul>
<b>Y6</b>	Unable to attend in accordance with public health guidance or law	The pupil's travel to or attendance at the school would be: <ul style="list-style-type: none"> <li>• contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or</li> <li>• prohibited by any legislation relating to the incidence or transmission of infection or disease.</li> </ul>
<b>Y7</b>	Unable to attend because of any other unavoidable cause	An unavoidable cause, that is not covered by one of the other 'unable to attend' codes detailed above, is preventing the pupil from attending the school. This code should be used only where something in the nature of an emergency has prevented the pupil from attending the session in question (classified as not a possible attendance)
<b>Absent - Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after 5 days)
<b>O</b>	Unauthorised absence	Where no reason for absence is established or the school is not satisfied that the reason given is one that would be recorded using one of the codes statistically classified as authorised.
<b>U</b>	Arrival after registration	Pupil arrived at school after the register closed. All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be



		marked as absent. This should be the same for every session and not longer than 30 minutes.
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Code	Definition	Scenario
Z	Prospective pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day



# Policy into Practice

## Notes for staff:

- Staff responsible for monitoring behaviour can use their discretion to escalate to the next tier before triggers are met if there are sudden changes in circumstances or patterns of attendance. However, the reasons for this must be recorded clearly on the agreed school systems and, where relevant, the pupil's personal attendance plan.
- Where there are significant concerns, staff responsible for monitoring behaviour do not need to work progressively through each stage - they can use their discretion to escalate to whichever stage is the best fit for the individual case. The reasons for this decision should be recorded.
- If stages are missed, staff should ensure that the relevant attendance warning letters are still issued at appropriate times.
- When a pupil is moved to a higher tier, the following staff should be informed:  
Primary: Dani Collins and Mairead Maxted  
Aylesbury: Adam Palmer and Rob Rooney  
High Wycombe Secondary: Rhi Morgans and Andrea Darrie
- When a pupil is moved up or down a tier, the date of this should be recorded on CPOMS/Class Charts
- When outside agencies are involved, this should be recorded on CPOMS/Class Charts along with the date of the referral, the current date and details/outcomes of any meetings or discussions that take place.
- Where there are safeguarding concerns, these should always be recorded in detail on CPOMS and the Designated Safeguarding Lead should be made aware.



## Stage One: Universal Support

Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
<ul style="list-style-type: none"> <li>97% - 100% attendance</li> </ul>	<p><b>Communicating expectations:</b></p> <ul style="list-style-type: none"> <li>Regular reminders of the importance of good attendance, through the school newsletter, website, etc.</li> <li>Weekly attendance awards</li> </ul> <p><b>Direct contact with parents/carers:</b></p> <ul style="list-style-type: none"> <li>First day of absence phone calls</li> <li>Termly attendance letters sent out to all parents giving attendance percentages</li> <li>Requests for term-time holidays to be declined, unless there are exceptional circumstances</li> </ul>	<ul style="list-style-type: none"> <li>Attendance tracked through the school's management information system (MIS)</li> <li>Attendance officer and SLT for attendance to monitor individual, group and whole-school attendance to identify any concerns</li> <li>Class teachers/form tutors to be on alert for any absence patterns</li> </ul>



## Stage Two: Initial Target Support

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• 93% - 96% attendance</li> <li>• Three or more late arrivals over a half-term period</li> <li>• An unexplained or unauthorised absence</li> </ul>	<p><b>Communicating expectations:</b></p> <ul style="list-style-type: none"> <li>• Pupils will continue to receive the universal support offered to all pupils at Stage One</li> </ul> <p><b>Direct contact with parents/carers:</b></p> <ul style="list-style-type: none"> <li>• An appropriate member of staff will have an informal discussion with the pupil to explore whether they have any concerns or issues that could be a barrier to attendance</li> <li>• Reminder letter sent home and parents/carers invited to discuss any concerns if they wish to do so</li> <li>• First warning letter issued</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Consider the external agencies that can address the individual needs of the pupil/family and make referrals as required. Possibilities include:  Bucks Mental Health Support Team (BMHST) CAMHS Bucks Attendance Team RIG Team</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance tracked through MIS</li> <li>• Angie Quigley/Noreen Khan to do <b>weekly</b> checks on the pupil's data</li> <li>• Class teachers/form tutor to monitor pupil more closely</li> </ul>



## Stage Three: Enhanced Targeted Support

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• 90% - 93% attendance</li> <li>• Five or more late arrivals over a half term period</li> <li>• Subsequent unexplained or unauthorised absences</li> </ul>	<p><b>Communicating expectations:</b></p> <ul style="list-style-type: none"> <li>• Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond</li> </ul> <p><b>Direct contact with parents/carers:</b></p> <ul style="list-style-type: none"> <li>• Second warning letter issued</li> <li>• Parents requested to attend a meeting in school to discuss attendance</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Individual attendance plan</a> initiated - support will be offered in line with this plan</li> <li>• Consider whether any additional partners could be engaged - make referrals as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance tracked through MIS</li> <li>• Angie Quigley/Noreen Khan to do <b>weekly</b> checks on the pupil's data</li> <li>• Class teachers/form tutor to monitor pupil more closely</li> </ul>



## Stage Four: Intensive Support for Persistent Absentees

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• Attendance below 90%</li> <li>• Continued late arrivals despite support offered at previous tiers</li> <li>• Continued unexplained or unauthorised absences despite support offered at previous tiers</li> </ul>	<p><b>Communicating expectations:</b></p> <ul style="list-style-type: none"> <li>• Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond</li> </ul> <p><b>Direct contact with parents/carers:</b></p> <ul style="list-style-type: none"> <li>• Third warning letter issued</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Individual attendance plan reviewed</li> <li>• At this meeting parents will be asked to bring any evidence (e.g. medical letters) to explain the reasons for their child's poor attendance. Parents will also be informed at this meeting that any further absences will require evidence (e.g. Doctor's note, proof of prescription, letter of appointment/meeting) to support the reason for their child's absence. Without it the absences will be recorded as unauthorised.</li> <li>• During the attendance plan review, those involved will identify whether any additional support could be offered by the school or partner agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance tracked through MIS</li> <li>• Senior Leader responsible for Attendance to do <b>daily</b> checks on the pupil's data</li> <li>• Class teachers/form tutor to offer more direct support as needed</li> </ul>





## Stage Five: Use of Parental Responsibility Measures

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> <li>Strategies introduced at stage four have failed to improve attendance</li> <li>Any of the thresholds for legal action have been met</li> </ul>	<p><b>Communicating expectations:</b></p> <ul style="list-style-type: none"> <li>Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>Support initiated at previous stages will continue as appropriate</li> </ul> <p><b>Enforcement:</b></p> <ul style="list-style-type: none"> <li>The local authority will be notified of the school's concerns</li> <li>An attendance contract will be put into place which includes: <ul style="list-style-type: none"> <li>a statement by parents/carers that they agree to comply for a specified period with whatever requirements are set out in the contract;</li> <li>a statement by the school/local authority/academy trust agreeing to provide support to the parents for the purpose of complying with the contract.</li> </ul> </li> <li>Local authority to utilise appropriate legal powers to enforce attendance (if appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Attendance tracked through MIS</li> <li>Senior Leader responsible for Attendance to do <b>daily</b> checks on the pupil's data</li> <li>Class teachers/form tutor to maintain regular individual support as required</li> <li>School to liaise with the local authority regularly to support any measures that are being taken</li> </ul>

**NB. Each school is also required to share the following information with their Local Authority:**

- New Pupil and Deletion returns: notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times.
- 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).
- Sickness returns: providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has

# Template Attendance Letters

## ► How to use these letter templates:

1. Please cut and paste the contents of this template onto your school's headed notepaper.
2. Edit the content to reflect the approach of your school.
3. Personalise the letter to reflect the individual case.
4. Ensure that the letter matches the style guide for your school (e.g. font, letter sizing, logo requirements).
5. Double check the whole letter for accuracy before circulating.

## ► Please note:

It is the school's responsibility to ensure that the letter is accurate and appropriate for the purpose intended.

## 1. General messages about the importance of attendance (can be used especially in HT1 /2)

Dear Parent/Carer of {Pupil Name}

We need your help, please.

{Pupil Name} has been absent for {#} days of school, which is equal to {#} lessons missed so far this school year.

We know that sometimes our pupils cannot come to school because they are really unwell - and that's the right thing to do for them and other students. Medical advice is clear however that children with mild illness will often be well enough to attend - for example if they have a cough, or cold, without a temperature. The NHS guidance [Is my child too ill for school? - NHS \(www.nhs.uk\)](https://www.nhs.uk) is designed to support parents in their decision making about mild illness.

We also know that pupils fall behind their friends and classmates when they miss school. At St Michael's Catholic School we want the amount of missed education to be reduced as much as possible. We believe that our community is stronger together, with all of our pupils in school, on time, every day. We are building life skills, life-long friendships and preparing your child for future success.

We also know that you can have a significant effect on {Pupil Name} absences this academic year and we would really appreciate your help and support ensuring that {Pupil Name} comes to school every day so that they can get the best possible outcomes. We want to work with you to achieve this – please call or come in and meet {Pupil Name}'s class teacher or tutor if there is anything we can do to support you or your child. We appreciate that every family's situation is unique.

We will be in touch again to request a meeting with you if we have ongoing concerns about your child's attendance.

Kind regards

[Name of staff member

School position]

## 2. Absence due to lateness

Dear Parent/Carer of {Pupil Name}

We have noticed that {Pupil Name} is often absent in the mornings.

We know that mornings can be difficult for some pupils, and we are keen to help to improve {Pupil Name}'s attendance.

As I am sure you are aware, regular attendance at school is crucial for children to make good academic and social progress. It is essential to promote good habits from an early age and for children to recognise the importance of being on time and attending school regularly.

### Children that are late to school :

- often feel self conscious – having to enter the classroom alone
- miss the beginning of the lesson, which contains the introduction for the work from the teacher
- have to catch up with the rest of the lesson
- miss the social part of the beginning of the day
- cause disruption to all other class members

We would love to talk to you to discuss avenues for support to help {Pupil Name} attend school well. Please contact [insert staff member name and contact information] to make an appointment or arrange a phone call.

Kind regards

[Name of staff member

School position]

### 3. Attendance between 93 – 96% (First Warning Letter)

Re: First attendance warning letter

Dear [parent/carer's name],

I am writing to you because [pupil's name]'s attendance has become a cause for concern. It currently stands at [add percent].

Regular attendance is an important factor in a child's academic success. When pupils are frequently absent, it is difficult for them to keep up with their school work and this could affect their life chances. For this reason, we take school attendance very seriously.

If your child is going to be absent from school, it is important that you contact the school on the first day of the absence to inform us of the reasons. If this continues for more than one day, you should make contact with the school on a daily basis to keep us updated.

We are keen to work with you to address any barriers to your child's attendance. If you require any advice or support on this matter, please get in touch with [add name and contact details] to discuss this and we will do our best to help.

Yours sincerely,

[Name of staff member

School position]

### 4. Attendance between 90 – 93% (2<sup>nd</sup> Warning Letter)

Re: Second attendance warning letter

Dear [parent/carer's name],

Following our previous letter dated [date of first letter] regarding [child's name]'s attendance, there continues to be a cause for concern. Our records show that [insert name of child]'s attendance is currently at [add percent].

School attendance is an important issue and something we take very seriously. I am therefore requesting that you come into school to discuss the current situation.

I have arranged for this meeting to take place in school on [add date] at [add time]. Please could you confirm that you are able to attend this meeting. If you are unable to attend, please contact the school office to make an alternative arrangement.

Regular school attendance is the responsibility of parents/carers. If your child's attendance remains at the current level, a referral will be made to the local authority who may need to start legal proceedings.

We look forward to your support in resolving this matter.

Yours sincerely,

[Name of staff member

School position]

## **Attendance below 90% - Final Letter (Potential Legal Action)**

Re: Final attendance warning letter

Dear [parent/carer's name],

Following two previous letters, we are now writing to formally express our ongoing concerns about the irregular attendance of your child, [add name and date of birth].

If a pupil fails to attend school regularly, the parent could be guilty of an offence under section 444 of the Education Act 1996. I am therefore warning you that, if further unauthorised absences are recorded, or your child fails to attend school regularly, we will need to refer this matter to the local authority.

Following this notification, if your child's attendance and/or punctuality does not improve, the local authority may start legal proceedings against you.

If issued with a fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority.

If it is determined that an offence has been committed, this could eventually result in a fine of up to £2,500, a community order or imprisonment.

We will not issue further notification should we need to escalate this matter to the local authority.

We have attached a record of your child's attendance with this letter.

Yours sincerely,

[Name of staff member

School position]





## Individual Attendance Plan

- This fully editable document provides a template for creating an individual attendance plan. You are free to add, amend or delete sections to allow you to address the needs of your individual school or pupils.

### How to use this template

Writing **in blue** gives suggestions for how to complete the plan. Delete these instructions and replace them with your own content.

Please note: It is important to capture a full picture of support offered over time. Therefore, rather than deleting or editing historical entries, it is better to add subsequent interventions or updates to the plan along with the date that these were added. If the school has any other additional record keeping systems (such as an online safeguarding system), staff should ensure that the relevant details are recorded in both places. The separate form to record review meetings can be copied and pasted as many times as needed.

Name of pupil		
Year group/class		
Staff supporting with attendance plan and roles		
Date plan was agreed		
Attendance history		
Include details of attendance percentages (broken down by attendance code where appropriate), details of trends or patterns over time and any historical factors that might be relevant.		
Current risk factors/current barriers to attendance		
To help with this, it might be useful to carry out an <b>individual attendance audit</b> . We have provided an editable template that can be used in conjunction with this plan.		
Academic targets	Milestones	Date each milestone achieved
Target 1 - add specific target here	For each target provide a number of measurable milestones •	

Target 2 - add specific target here	•	
Target 2 - add specific target here	•	

### Strategies to be implemented by the school

Details of strategy (including date commenced)	Purpose of implementing strategy	Member of staff responsible
E.g. daily wake-up calls for two weeks, starting from 16 <sup>th</sup> October	E.g. to establish an effective morning routine	E.g. parent support worker to carry out calls

### Expectations of the pupil

Details of expectations	How this has been communicated to the pupil?	Monitoring arrangements (who by and when?)
E.g. set an alarm for 7 a.m. every day	E.g. discussion with attendance officer and ongoing reminders	E.g. attendance officer will monitor this daily

### Expectations of the family

Details of expectations	How this has been communicated to the pupil's family?	Monitoring arrangements (who by and when?)
E.g. for parents to phone school before 9 a.m. to report the reason for any absence	E.g. expectations explained during face-to-face attendance meeting and agreed by parents	E.g. attendance officer will monitor this daily

### External support

Details of agency/partner	Support being offered	Date support commenced
E.g. social care	E.g. Early Help referral has been made as mother is reporting that she feels overwhelmed	E.g. referral made 2 <sup>nd</sup> November - currently awaiting first contact

<b>Date of Meeting</b>	
<b>Individuals present</b>	



## Record of attendance reviewing meeting

<b>Date of review</b>	
<b>Individuals present</b>	
<b>Situation since last review</b>	
<b>Milestones achieved since last review</b>	
<b>Areas discussed</b>	
<b>Outcome of meeting (tick as appropriate)</b>	<input type="checkbox"/> Continue with initial plan <input type="checkbox"/> Continue plan with new or supplementary strategies added <input type="checkbox"/> Escalate attendance plan to next stage
<b>Date of next review</b>	



## Individual Attendance Audit

- ▶ This fully editable document provides a template to support schools with identifying the possible barriers to a pupil's attendance. You are free to add, amend or delete sections to allow you to address the needs of your individual school and pupils.
- ▶ The suggestions of potential barriers are not intended to be an exhaustive list. Staff are encouraged to add any additional factors at the end of the relevant section.

Name of pupil			
Date of audit			
Audit carried out by			
Potential barrier to attendance	Has this been explored?	Could this be a factor in the pupil's poor attendance?	Notes
Health-related issues			
<b>Medical problems</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Poor medical care</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Disability</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Poor mental health</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Poorly controlled medical issue(s)</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Pregnancy</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Potential substance abuse</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	

<b>Health issues caused by unsanitary environment or poor housing</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Other (give details below)</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	

### Home-related issues

<b>Young carer</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Caring for younger siblings</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Potential substance abuse in the home</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Parental mental health issues</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Potential domestic violence in the home</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Potential abuse/neglect</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Financial issues in the home</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Unable to afford/obtain correct uniform</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Homelessness</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	



<b>Other (give details below)</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
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### Academic issues

<b>Poor academic performance</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Undiagnosed or suspected Special Educational Needs and/or Disabilities (SEND)</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Unmet academic needs</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Issues with staff</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Frequently excluded</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Other (give details below)</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	

### Social issues

<b>Bullying</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Issues with peer group</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Issues with personal relationships</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	

<b>Potentially involved in gangs/criminal activity</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Doesn't feel safe on journey to/from school</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Other (give details below)</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	

### Transport problems

<b>Too far to travel</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Lacking a reliable means to get to school</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Cannot afford transport costs</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Doesn't feel safe on school/public transport</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Other (give details below)</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	

### Pupil factors

<b>Low self-esteem/confidence</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Low aspirations</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Poor morning routines</b>	Yes / Not yet Who by?	Yes / Unsure / No	

	When?		
<b>Poor sleeping patterns</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Gender/sexuality anxieties</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	
<b>Other (give details below)</b>	Yes / Not yet Who by? When?	Yes / Unsure / No	

<b>Date of Audit</b>	
<b>Individuals present</b>	



PLEASE COMPLETE IN BLACK PEN

**INSERT SCHOOL LOGO**

Date of Parenting Contract Meeting: \_\_\_\_\_

## ATTENDANCE CONTRACT

**BETWEEN {insert name of school}****AND PARENT[S]**

PUPIL: \_\_\_\_\_ DoB: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ FORM GROUP: \_\_\_\_\_

**Parents' Details:** [Please provide details of those who have day to day responsibility of the child]

NAME: \_\_\_\_\_ RELATIONSHIP: \_\_\_\_\_ DOB: \_\_\_\_\_

NAME: \_\_\_\_\_ RELATIONSHIP: \_\_\_\_\_ DOB: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_ POSTCODE: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ MOBILE: \_\_\_\_\_

**SIGNIFICANT OTHERS:** [Please provide details of others who have PR and or regular contact]

NAME: \_\_\_\_\_ RELATIONSHIP: \_\_\_\_\_ DOB: \_\_\_\_\_

NAME: \_\_\_\_\_ RELATIONSHIP: \_\_\_\_\_ DOB: \_\_\_\_\_

**Attendance has been monitored since (date of 1a letter) \_\_\_\_\_, and the school register shows that \_\_\_\_\_ attended \_\_\_\_\_ sessions out of a possible \_\_\_\_\_, which = \_\_\_\_ %**

**ASSESSMENT**

ISSUES	YES	NO	ISSUES	YES	NO
1) ALLEGED BULLYING			6) ACADEMIC		
2) PHYSICAL HEALTH			7) SPECIAL EDUCATIONAL NEEDS		
3) MENTAL HEALTH			8) PEER/STAFF RELATIONSHIPS		
4) HOME RELATED DIFFICULTIES			9) EMPLOYMENT / PERMIT		
5) TRANSPORT			10) COMMUNITY/OTHER		

PCM

**1. ALLEGED BULLYING**

Answer:
Action:

**2. PHYSICAL HEALTH**

Answer:
Action:

**3. MENTAL HEALTH**

Answer:

Action:

#### 4. HOME RELATED DIFFICULTIES

Answer:

Action:

#### 5. TRANSPORT

Answer:

Action:

#### 6. ACADEMIC

Answer:

Action:

## 7. SPECIAL EDUCATIONAL NEEDS

Answer:

Action:

## 8. PEER/STAFF RELATIONSHIPS

Answer:

Action:

## 9. EMPLOYMENT / PERMIT

Answer:

Action:

## 10. COMMUNITY/OTHER

Answer:

Action:



--

Were you aware that \_\_\_\_\_ had not been attending regularly?

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Where was \_\_\_\_\_ during the periods of absence?

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---

Are there any other reasons why \_\_\_\_\_ is not attending school?

---



---

OTHER CHILDREN OF THE FAMILY:

NAME: \_\_\_\_\_ DOB: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ ATTENDANCE \_\_\_\_\_ %

NAME: \_\_\_\_\_ DOB: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ ATTENDANCE \_\_\_\_\_ %

NAME: \_\_\_\_\_ DOB: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ ATTENDANCE \_\_\_\_\_ %

OTHER AGENCIES INVOLVED: \_\_\_\_\_

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It may be necessary for the school to share your or your child/ren's information with other services in order to provide additional support.

- I agree to my/our and my/our child/ren's information being shared between services.
- I do not agree to my/our and my/our child/ren's information being shared, even if it is in my/our and my/our child/ren's interest. I understand that this may make it more difficult for support to be

given.

I / We accept that this is an accurate summary of this meeting.

I / We understand my / our parental responsibility to ensure regular school attendance and am / are aware of the possible legal consequences if I / we fail to do so.

Parent: .....

Parent: .....

Pupil: .....

School Rep: .....

Agency: .....

Date: .....



## Attendance Contract

I / We the Parent[s] agree to ensure the regular school attendance of \_\_\_\_\_

I / We the Parent[s] agree to ensure that my/our child attends school on time, in appropriate school uniform and in accordance with the agreed timetable provision.

I / We the Parent[s] agree to report all absences on the first day of absence and provide written explanation of the reason for absence upon \_\_\_\_\_'s return to school.

**[Only the Headteacher has authority to authorise absence. Further absences may not be authorised without evidence to support the fact that your child was unable to attend school.]**

I / We the Parent[s] agree to monitor \_\_\_\_\_'s attendance by signing his/her Attendance Report Card daily and to contact \_\_\_\_\_ in the event that the card is lost or not available for checking.

I / We the Parent[s] agree/s to attend all meetings in respect of my child and agree to provide notice should I be unable to attend.

**[The County Attendance Team will give at least 7 days' notice of any additional meetings.]**

A Parenting Contract Review Meeting will be held on:

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Venue:** \_\_\_\_\_

If you have ensured your child's regular school attendance, this case will be closed

I / We understand my / our parental responsibility to ensure regular school attendance and am / are aware of the possible legal consequences if I / we fail to do so.

Parent: .....

Parent: .....

Pupil: .....

School Rep: .....

Agency: .....

Date: .....

Please record any refusal to sign and the reasons for this:

.....  
.....



## FINAL ATTENDANCE CONTRACT REVIEW

**School :** \_\_\_\_\_

Pupil: _____	DOB: _____
--------------	------------

The school register shows that since the attendance Contract meeting on \_\_\_\_\_ ,  
 \_\_\_\_\_ attended \_\_\_\_\_ sessions out of a possible \_\_\_\_\_  
 which = \_\_\_\_\_ %

**Have the aims and agreements of the Attendance Contract been met?**

**YES:** The aims and agreements of the Attendance Contract have been met, and this case will now be closed. If \_\_\_\_\_'s attendance becomes irregular during the current academic year, this case may be re-referred for further action.

**NO:** \_\_\_\_\_'s attendance remains irregular and/or the actions of the Attendance Contract have not yet been met. This matter will now be referred to the County Attendance Team who may invite you to attend a formal Pre-Court Interview.

I / We understand my / our parental responsibility to ensure regular school attendance and am / are aware of the possible legal consequences if I / we fail to do so.

**Any updates since last meeting:-**

Parent:		Pupil:	
School Rep:		Pupil:	

External Agency:		Pupil:	
External Agency:		Date:	

