Inspire Learning Trust Attendance Policy

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Nb: Reference to parent/carer throughout this document also includes any person who has parental responsibility or who cares for them.

1. PURPOSE AND AIMS

The purpose of this Attendance Policy is to promote and secure consistent, high levels of attendance across all schools and colleges within Inspire Learning Trust, as regular attendance is fundamental to effective teaching and learning. Pupils and students cannot reach their full potential unless they attend regularly and are fully engaged in the educational opportunities provided.

Inspire Learning Trust recognises that barriers to attendance can be varied and complex, and that some pupils/students face greater challenges than others in attending school or college consistently. As such, we are committed to fostering a safe, inclusive, and supportive environment, and to building strong, trusting relationships with pupils/students and their families to help overcome these challenges.

We adopt a whole-Trust approach to improving attendance, acknowledging that a wide range of factors contribute to pupil/student engagement. Our efforts in areas such as curriculum design, behaviour standards, anti-bullying strategies, SEND provision, pastoral care, and the strategic use of resources – including pupil premium funding – all play a vital role in supporting good attendance.

Inspire Learning Trust is committed to maximising the achievements of all pupils/students. There is a clear link between good attendance/punctuality and educational achievement. Regular attendance and punctuality are vital if pupils/students are to benefit fully from the academic, personal and social opportunities, which are offered to them within the school/college.

Parents/carers play an important role in supporting the school and encouraging pupils/students to reach good attendance levels.

A broad and balanced education is dependent on regular attendance at school/college. Inspire Learning Trust will take appropriate action to promote and encourage good attendance and punctuality.

Inspire Learning Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher/Principal of each academy. We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils/students.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools/Post-16 providers in the region, as well as other agencies.
- Ensuring parents/carers follow the framework set out in section 7 of the Education Act 1996, which states that the parent of every child of compulsory

school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.

- Ensuring our attendance policy is clear and easily understood by all staff, parents, pupils/students.
- Regularly monitoring and analysing attendance and absence data to identify pupils/students or cohorts that require more support.

Procedures for attendance management implemented by individual institutions will be operated in a positive way, reflecting the high expectations of all within that community.

All staff are responsible for promoting and establishing good attendance in the Trust's schools and college. It is important that all staff are consistent and proactive in rewarding good attendance, and in dealing with poor attendance.

This policy applies to all pupils/students, staff, parents, and governors.

2. LEGISLATIVE FRAMEWORK

This policy meets the requirements of the Working together to improve school attendance from the Department for Education 2024 (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:

- **Education Act 1996 (legislation.gov.uk)**
- **Equality Act 2010 (legislation.gov.uk)**
- The School Attendance (Pupil Registration) (England) Regulations 2024

  https://www.legislation.gov.uk/uksi/2024/208/regulation/9/made
- The Education (parenting contracts and Parenting Orders) Regulations 2007

  https://www.legislation.gov.uk/uksi/2007/1869/regulation/6/made
- The Education (Penalty Notices) (England) (Amendment) Regulations 2007 (and 2013 amendments) The Crime and Disorder Act 1998

  https://www.legislation.gov.uk/uksi/2013/757/made
- The Anti-Social Behaviour Act 2003

  https://www.legislation.gov.uk/ukpga/2003/38/contents
- The Sentencing Act 2020

  https://www.legislation.gov.uk/ukpga/2020/17/contents

- The Children's and Young Persons Acts 1933 and 1963

  https://www.legislation.gov.uk/ukpga/Geo5/23-24/12

- The Equality Act 2010

  https://www.legislation.gov.uk/ukpga/2010/15/contents

- Relevant DfE guidance, including 'Working together to improve school attendance' and 'Children missing education'

  https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

  https://assets.publishing.service.gov.uk/media/66bf57a4dcb0757928e5bd39/Children_missing_education_guidance_-_August_2024.pdf

- KCSIE 2024

  https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

This policy operates in conjunction with the following school/college policies:

Trust Safeguarding Policy

3. SAFEGUARDING

Inspire Learning Trust recognises that attendance may be an indicator that a pupil/student needs help or protection. As a result, we expect each school/college to consider whether a pupil's/student's attendance may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the school/college is expected to follow Inspire Learning Trust's safeguarding policy, and consider whether pastoral support, a family help intervention or a referral to children's social care is appropriate.

4. DEFINITIONS

The following definitions apply for the purposes of this policy:

Absence

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

Authorised absence: An absence for which the school/college has granted leave:

- Medical or dental appointments which unavoidably fall during school/college. time, for which the school/college has granted leave (appointment card or letter is required as evidence.
- Religious or cultural observances for which the school/college has granted leave, does not require evidence, but the event/festival should be widely recognised in the UK.
- Family bereavements of an immediate relative (grandparent, parent, carer, child, spouse, sibling).
- Court attendance (requires evidence of reason/dates).
- Job/college interview (requires evidence of appointment).
- Appointments related to the support and care for pupils/students such as PEP meetings and reviews and other key external meetings.
- Participating in a significant extracurricular activity, such as drama or sporting activity (evidence required).
- University open days, or career related interviews (evidence required).

Religious Observance Absence

Inspire Learning Trust respects and values the diverse religious beliefs and practices of our pupils/students and their families. To ensure that everyone can observe their religious practices, we allow for one day of absence per academic year specifically for religious observance. The school/college will only accept requests for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The following guidelines apply to such absences:

- **Notification**: Parents of children wishing to take a day off for religious observance must notify school/college at least one week in advance.
- **Make-up Work**: It is the responsibility of the pupil/student to make up any work or assignments missed during their absence. School/College staff will ensure any missed work is available and accessible to any absent pupils/students. It is the pupil's/student's responsibility to liaise with the subject teacher around work missed.
- **Non-Penalisation**: One day religious observance absences taken, will be treated as authorised absences. Any further days taken beyond the one-day religious observance, will be treated as unauthorised absences.

Our commitment to accommodating religious observances reflects our dedication to fostering an inclusive and respectful environment for all. If you have any questions or require further assistance, please contact the Attendance Team at your child's school/college.

Unauthorised absence: Pupils/students being absent from school/college unnecessarily or without reason.

Absences will be recorded as unauthorised if the school/college has ongoing concerns about a pupil's/student's attendance. This includes situations where

parents/carers/pupils/students fail to provide acceptable evidence or where patterns of absence raise concern, even if some communication has been made.

Unauthorised examples include:

- Truancy before or during the school /college day.
- Absences which are not properly explained.
- Arrival at school/college after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time.
- Leaving school/college lessons for no reason during the day.

5. GRANTING APPROVAL FOR TERM-TIME ABSENCE

Headteachers/Principals may not grant any leave of absence to pupils/students during term time unless they consider there to be exceptional circumstances. Term-time holidays will not be approved.

All leave of absence requests must be submitted using the official school/college leave of absence form.

TRUST EXPECTATIONS OF THE SCHOOLS/COLLEGE

Inspire Learning Trust expects each school/college to maintain accurate attendance records and implement robust daily procedures for tracking and addressing absence and punctuality. These processes must be tailored to the needs of each school's/college's pupils/students and context. As a minimum, each school/college must:

1 Attendance and Punctuality Management

- Clearly define registration times, including the period during which the register is open, after which pupils/students will be marked absent.
- Actively manage lateness and take appropriate steps to address patterns of poor punctuality.
- Identify and follow up on any unexplained absences for each session. Parents/carers (and, where appropriate, foster carers, social workers, or family support workers) must be contacted to establish the reason and expected return date.

2. Clear Attendance Procedures

Each school/college must implement clear attendance procedures that are clearly communicated and consistently applied. The policy must include:

- Expectations for attendance and punctuality for pupils/students and parents, including start/end of day, register closing times, processes for requesting leave of absence, and for reporting unexpected absences.
- Contact details for:

    - The **Senior Attendance Champion**, responsible for the strategic leadership of attendance.
    - Relevant attendance staff (e.g. attendance officer, tutor, Head of Year/House, pastoral lead) for both daily issues and ongoing support.
- An overview of daily attendance processes (e.g. first day calling, follow-up procedures for unexplained absences).
- Strategies to promote and incentivise good attendance.
- A data-led approach to identify pupils/students or cohorts requiring targeted support.
- A plan to reduce persistent and severe absence, including access to external support services and coordinated intervention with the local authority.
- For schools/colleges when legal measures such as Penalty Notices or Notices to Improve will be used where support is not appropriate, unsuccessful, or not engaged with.

3. Supportive and Inclusive Approach

- Ensure the policy is applied fairly and consistently while recognising individual barriers to attendance and making reasonable adjustments.
- Build a strong school/college culture that promotes the value of high attendance.
- Foster positive relationships with families, listen to concerns, and work collaboratively to remove barriers to attendance.
- Ensure all attendance-related communication from parents/carers is recorded and logged accurately in the daily register.

4. Monitoring and Communication

- Regularly monitor and analyse attendance and absence data to identify patterns and intervene early.
- The school/college will record all attendance-related incoming messages from parents and notify the relevant person and place information onto daily registers.
- Where reasonably possible, maintain more than one emergency contact per pupil/student.
- Provide regular updates to parents/carers regarding their child's attendance and absence levels.
- Hold regular meetings with families of pupils/students who are persistently or severely absent, including those considered vulnerable, in coordination with the local authority where appropriate.

5. Timely Interventions and Safeguarding

- Make prompt referrals to the local authority or other agencies when attendance concerns persist or where safeguarding issues arise.
- Attempt first-day contact with home (via text, email, or phone) when a pupil/student is absent, and no explanation has been received.

- If absence continues into the third day without contact, a home visit must be undertaken. If no one is available, a letter should be left requesting the family get in touch.
- Where there are immediate safeguarding concerns, a home visit may take place on the first day of absence.
- Support pupils/students returning from extended absences by providing reintegration support, confidence-building, and help to close learning gaps.

6. Vulnerable Pupils/Students and Inclusive Practice

- Work closely with pastoral teams and provide additional support or reasonable adjustments for pupils/students with SEND or medical conditions.
- Maintain awareness of pupils/students who have a social worker and understand the impact of safeguarding and welfare concerns on attendance while promoting high expectations.
- For looked-after and previously looked-after children:
    - Ensure high expectations and coordinated support led by the designated teacher.
    - Collaborate with the Virtual School Head to develop and deliver high quality Personal Education Plans for looked after children that support good attendance.

The specific processes for each school/college can be found in the appendices of this policy.

TRUST EXPECTATIONS OF GOVERNORS

The Trust expects each Local Governing Body (LGB) to:

- Recognise the importance of attendance and promote it across the school/college ethos and policies.
- Ensure leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help school/college leaders focus improvement efforts on the individual pupils/students or cohorts who need it most.
- Ensure staff receive adequate training on attendance.

TRUST EXPECTATIONS OF PUPILS/STUDENTS

- Attend school/college every day they are required to be there.
- Attend school/college punctually and be prepared for the day.
- Attend every timetabled lesson.
- Inform the relevant member of staff at school/college of any reason that would prevent them from attending school/college.
- Follow correct signing/in out procedures when arriving late/leaving school/college site for any reason.
- Co-operate with attendance monitoring and reporting procedures.

TRUST EXPECTATIONS OF PARENTS/CARERS

- Fulfil their responsibility by ensuring their children attend school/college regularly and on time.
- Ensure that they contact the school/college on the first day their child is unable to attend.
- Providing accurate and up-to-date contact details.
- Providing the school/college with more than one emergency contact number.
- Updating the school/college if their details change.
- Ensure their child arrives on time and is well prepared for the school/college day.
- Make contact with the relevant member of staff in confidence whenever any problem occurs that may keep their child away from school/college.
- Inform the attendance team and seek authorisation for any forthcoming appointments and, where possible, arrange appointments outside of the school/college day.
- Ensure the continuity of their child's/children's education by taking holidays during the designated holiday period and notify the school/college of any planned leave of absence using the correct paperwork.
- Attend any relevant meetings, including School/College Attendance meetings that have been organised to discuss their child's/children's attendance.
- Work with the school/college and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered, including any voluntary Family Assessment of Need plan to prevent the need for legal intervention.

PERSISTENT ABSENCE (PA) SCHOOLS ONLY

- Is defined as, missing 10 percent or more of education across the year for any reason.
- Does not apply to post-16 students or the college.
- Children who are absent from education refers to children who are registered pupils/students at a school but not attending regularly. This could include persistently absent pupils (who are absent 10 percent or more of the time from school) or severely absent pupils (who are absent 50 percent or more of the time).

MISSING EDUCATION SCHOOLS ONLY

- Not registered at a school and not receiving suitable education in a setting other than a school.
- "Children missing education (CME), as defined in Section 436A of the Education Act 1996, are children of compulsory school age who are **not** registered pupils at a school and are **not** receiving suitable education otherwise than at a school.

Inspire Learning Trust has a duty to monitor attendance through registration and to inform the Local Authority where the attendance of a pupil is causing concern; this involves a referral to the CME officer in the LA where:

- the child fails to attend without explanation.
- the child is expected to start at school but does not arrive.
- the child does not return from a planned leave of absence (authorised or unauthorised).
- the child leaves the authority without a destination.

If we are unable to contact parents/carers where the child is missing or at risk of becoming CME, the CME process of notification and referral will begin at the earliest opportunity. Referrals to the CME Officer will be accepted following the completion of the CME referral and as a trust we will make adequate attempts at trying to locate the child and family, such as through home visits and calling the family members/liaising with other relevant schools etc.

Please note that children will only be placed on the out of school/CME register after 20 school days of unauthorised absence, unless there is evidence to show the child is elsewhere (Education [Pupil Registration] Regulations 2006). Children referred as Missing from Education will only be removed from the school roll on the advice of, and consultation with, the LA Children Missing Education Officer and authorisation from the service.

PASTORAL SUPPORT PLANS

Pastoral Support Plans are used in school/college to help support families and pupils/students, the plan is also used by Pastoral Leaders to identify the correct strategies, to meet the pupil's/student's specific needs.

There are a range of reasons as to why a PSP is put in place, one of these is when a child has missed education due to medical reasons and needs support with reintegration back into school/college. Additionally, PSPs are used when a pupil/student does not attend school/college and needs support to increase their timetable in small achievable steps. In some instances, a child could also have emotionally based school avoidance or other health and wellbeing issues, therefore, a PSP could be used to support.

A final category when a PSP is used is when pupils/students may struggle to maintain a consistent approach to the expectations of the school/college. A reduced timetable is always intended to build on areas of success and aim to return to a full timetable. There are times when a pupil/student will have a timetable in school/college, which is complemented with alternative provision. Any pupils/students that are educated off-site are classed as a priority when checking daily attendance.

PSPs are regularly reviewed and are monitored by the safeguarding team with all information inputted on CPOMS.

FAMILY ASSESSMENT OF NEED PLANS

The Family Assessment of Need Plan is a document that captures what we are worried about and what is working well within families. It is used as a way of supporting families who may need extra help. Issues with school/college attendance for pupils/students, is one of the reasons for offering family support through the Family Assessment of Need. We understand that sometimes families experience difficulties and may need a helping hand. The Family Assessment of Need will help in documenting the issues that are affecting family life, resulting in poor school/college attendance and once this is completed a plan of support is developed with the family to help.

The Family Assessment of Need plan can be completed by any professional working with a child and family, for example school/college, a health professional, or a Family Support Worker. This will help family and professionals to work together to address barriers to school/college attendance and other issues the family may be experiencing.

ENFORCEMENT ACTION SCHOOLS ONLY

The Local Authority takes poor school attendance very seriously, and enforcement action will be taken if a child's attendance does not improve, or if a child has an unauthorised leave of absence in term time. School's will follow the School Attendance Matters Pathway https://www.rotherham.gov.uk/education-2/school-attendance and will make a referral to the Local Authority for enforcement action to take place.

An Education Supervision Order is a court order made in the Family Court, which gives the Council a supervisory role over a child's education. When an Education Supervision Order is made, the child's parents are legally required to comply with any directions the court makes under the Education Supervision Order. If parents do not comply with the Education Supervision Order, they can be prosecuted.

A referral to the Magistrates Court for prosecution. This could result in a fine of up to £2,500, an order to do unpaid work or imprisonment of up to 3 months.

In some cases, it may also be necessary to refer to Children's Social Care.

From 19 August 2024 the Government have introduced a new National Framework for Penalty Notices. Under the National Framework all schools will be required to consider a Fixed Penalty Notice (FPN) when a child has missed 10 or more sessions for unauthorised reasons in 10 school weeks. Each school day has 2 sessions, AM and PM, meaning 10 sessions could be 5 full school days or 10 half days.

In most cases, schools and the LA will try and provide support to help you improve your child's attendance first, but if this isn't effective, or if the absence is for an unauthorised term time holiday, parents may receive an FPN. FPN's are used as an alternative to prosecution.

The National Framework for Penalty Notices sets out that a maximum of 2 FPN's per child, per parent can be issued within a rolling 3-year period. If the national threshold is met for a third time (or subsequent times) within 3 years, another tool will be used.

- **First FPN in a 3-year period:** £160 per parent, per child to be paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days
- **Second FPN in a 3-year period:** £160 per parent, per child to be paid within 28 days
- **Third occasion in a 3-year period:** A FPN will not be issued, and the Council will consider alternative enforcement

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, the Trust will monitor and evaluate its impact. This will be achieved by:

- Regular analysis of data.
- The AGB / LGB reviewing progress made and the effectiveness of the policy on an annual basis. The Trust Board scrutinising the attendance data and any issues reported in the Strategic Monitoring Report for each institution.

Policy Review Frequency	Biennial
Policy to be approved by	Trust Board
Date of Review	July 2025
Approved by Chair	
Next Review	July 2027
Lead Professional / External Review	Katie Riordan, Trust Strategic Attendance Lead
Communication	Via HR System to all staff.
Document Location	Staff Handbook, Every Compliance System, Document Library
HR/PA Officer	Leah Carr

Sitwell Junior School

The Attendance Team

The Senior Attendance Champion responsible for attendance is Mrs Walker (Deputy Headteacher/DSL)

The school's key attendance staff are Mrs Tabasum (Admin Manager) and Mrs Parker (Learning Mentor)

The Trust Strategic Attendance Lead is Katie Riordan

1. School Protocols

Start and Finish Times

The school has staggered start and finish times for each year group as follows:

Start Times

- Year 3 - 8.40am
- Year 4 - 8.45am
- Year 5 - 8.50am
- Year 6 - 8.55am

Finish Times

- Year 3 - 2.55pm
- Year 4 - 3.00pm
- Year 5 - 3.05pm
- Year 6 - 3.10pm

Children should arrive no earlier than their year group start time and enter the school site through the green gate on Grange Road, which is open from 8.40am. School staff, including senior leaders and learning mentors, are available on the playground at this time.

At the end of the day, parents can enter the playground and collect their children at their designated finish time. If parents have a concern about their child's attendance, or they know their child is going to be absent, they should contact the school office by telephoning 01709 531867 and speak to Mrs Tabasum or Mrs Hoyland or leave a message by pressing 1 to report an absence.

Absence Procedures

Parents must notify the school on the first day of an unplanned absence by ringing 01709 531867 by 9am or as soon as practically possible. The school will record all attendance related incoming messages from parents and notify the relevant person.

In cases where no satisfactory reason has been received to explain a pupil's absence, the school will endeavour to contact home on the first day of absence.

When a pupil is absent and contact cannot be made by telephone, a message via Class Dojo will be sent. If no contact is made by the parent in response to the telephone call or a message by 11.30am, a home visit may be made by a learning mentor.

Absence due to illness will be 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 parents 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.

Medical Appointments

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.

However, we encourage parents 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.

Punctuality

The online attendance register on Arbor will be taken at the start of the morning and afternoon session of each school day. Morning registers are taken within 10 minutes of the arrival time during which a child will be marked as present (/). If a child arrives after 10 minutes but before 9.30am, they will be marked as late (L).

If a child arrives after 9.30am, (after the register closes) they will be marked with (U). (Unauthorised absence) which impacts their attendance record.

Afternoon registers are taken at 12.30pm for Year 3 and Year 4 and 1.15pm for Year 5 and Year 6.

Strategies for promoting attendance

- The school has set an overall attendance target of 96%.
- To encourage and sustain high levels of attendance, a range of incentives may be offered.

- Certificates will be awarded to pupils who achieve high attendance or demonstrate significant improvement. These will be presented during the Pupil of the Term Assembly.

Oakwood High School

The Attendance Team

The senior Attendance Champion is Donna Tank (Assistant Headteacher/DSL)

The school's key attendance staff are Miss Evans (Lead Attendance Officer) Miss Fussey (Attendance/Lead First Aid Administrator) Mrs Cooper (Attendance & First Aid Administrator)

The Trust Strategic Attendance Lead is Katie Riordan

School Protocols

Start and Finish Times
School is open to students from 8am, students can access a free breakfast in the canteen from this time.

The school day will start at **8.40am** and students will be in their classroom, ready to begin lessons at this time therefore, students will be expected to be on the school site by **8.30am.**

The morning register closes at **9:40 AM**. Any student arriving after this time will receive a U code, (Unauthorised absence) which impacts their attendance record.

School finishes at **3.10pm** for all year groups.

Absence Procedures

Parents/carers are required to contact the school office by **telephone (01709 539811)** or **email (attendance@oakwood.ac)** before **9:00 am** on the first day of their child's absence. They should provide a **reason for the absence** and an **estimated duration** (e.g. one school day).

If a student is absent and no contact has been made by the close of the morning register, the **Attendance Team** will attempt to reach the parent/carer via **G4S text message and email**. Parents/carers can respond directly to either message with the reason for the absence.

If no response is received, the Attendance Team will attempt to follow up with a **phone call**.

Where there is still no contact, a **home visit may be carried out on the same day** to complete a **safe and well check**.

As part of the school's **safeguarding procedures**, a **home visit will be carried out on the third consecutive day of unexplained absence** if no communication has been received.

Medical Appointments

If a medical appointment is unavoidable during the school day, **please ensure the school is notified in advance**. The Attendance Team will then make a note on the register so the class teacher is aware and can allow the student to leave promptly.

However, it is **the student's responsibility** to remember the time of their appointment and to **sign out at the Attendance Office** before leaving. School staff do not collect students from lessons for appointments.

Punctuality

Lateness to school is taken very seriously. If a student l is late to school, the following will take place:

- A message will be sent to parents/carers outlining a 20-minute detention at the end of that particular school day
- This event will be logged as -2 points "Late to school" on Go4Schools.
- If a student fails to attend, this will be logged as -4 points "Detention issue "and the detention is set for 30 minutes on the next school day.
- If a student fails to attend the 30-minute detention, they are given an additional -4 "Detention issue" log and a 40-minute detention is given, with the Assistant Head Teacher. Failing to attend this sanction will be a day on internal suspension.

Strategies for promoting attendance

The school has set an overall attendance target of 96%.

At Oakwood, we believe consistent attendance is key to success, which is why we've developed a comprehensive incentive program for students and their families. We celebrate our **highest achievers and most improved students** with **postcards and certificates.**

Our dedicated tutors champion good attendance by discussing attendance regularly in tutor time, awarding **weekly achievement points for perfect attendance**. Heads of House also celebrate attendance success through **assemblies**, where trophies are proudly handed out to the top tutor groups.

Plus, our regular raffles offer exciting prizes, including **dinner queue passes, free canteen treats, and popular vouchers**, ensuring our most improved students are also recognised. For those who demonstrate exceptional commitment, **Lifetime Attendance rewards await any student who achieves 100% attendance** throughout their entire five years at Oakwood.

Winterhill School

The Attendance Team

The Senior Attendance Champion is Dan Shepherd (Assistant Headteacher)

The school's key attendance staff are Mrs Cotterhill (Attendance Manager) Mrs Khan (Family Liaison officer) Miss Buckley (Student Reception)

The Trust Strategic Attendance Lead is Katie Riordan

School Protocols

Start and Finish Times

School is open to students from **8.30am.**

The school day will start at **8.45am** and pupils will be in their classroom, ready to begin lessons at this time therefore, students will be expected to be on the school site by **8.35am.**

The morning register closes at 9:40 AM. Any student arriving after this time will receive a U code, (Unauthorised absence) which impacts their attendance record.

Absence Procedures

Parents/carers are required to contact the school office by **telephone (01709 740232, extension 156 or 174)** or **email (attendance@ winterhill.org.uk)** before **9:00am** on the first day of their child's absence. They should provide a **reason for the absence** and an **estimated duration** (e.g., one school day).

If a student is absent and no contact has been made by the close of the morning register, the **Attendance Team** will attempt to reach the parent/carer via **G4S text**

message and email. Parents/carers can respond directly to either message with the reason for the absence.

If no response is received, the Attendance Team will attempt to follow up with a **phone call**.

Where there is still no contact, a **home visit may be carried out on the same day** to complete a **safe and well check**.

As part of the school's **safeguarding procedures**, a **home visit will be carried out on the third consecutive day of unexplained absence** if no communication has been received.

Medical Appointments

If a medical appointment is unavoidable during the school day, **please ensure the school is notified in advance**. The Attendance Team will then make a note on the register so the class teacher is aware and can allow the pupil to leave promptly.

However, it is **the student's responsibility** to remember the time of their appointment and to **sign out at student reception** before leaving. School staff do not collect pupils from lessons for appointments.

Punctuality

Punctuality is a high priority, and lateness to school is treated seriously. When a student arrives late, the following actions are taken:

- Accumulating 3 instances of lateness within a 5-day period will result in a C4 behaviour log and a 1-hour after-school detention.

Strategies for promoting attendance

The school has set an overall attendance target of **96%.**

Good attendance is consistently recognised and celebrated during Group Tutor time and in assemblies throughout the year.

Individual students who meet or exceed the attendance expectation are acknowledged through a range of incentives. These may include entry into prize draws for vouchers, the awarding of certificates or letters on a termly and annual basis, and recognition for those who demonstrate significant improvement.

Special awards are presented to students with exceptional attendance over their five years at Winterhill School.

Students are kept informed of their attendance levels each week by their Group Tutor.

The Attendance Team

The senior Attendance Champion is Nicola Cox (Assistant Principal/DSL)

The college's key attendance staff are
Fiona Harding- Tutoring Manager
Michelle Small- Lead Progress Tutor
Charlotte Smith- Attendance Administrative Assistant

Progress Tutors
Kirsty Bentley, Brittany Clay, Claire Dobson, Karen Houtby, David Hutchinson, Helen Kirk, Andy Muscroft, Elizabeth Skene.

The Trust Strategic Attendance Lead is Katie Riordan

Absence Procedures

Parents, carers, or students must report any absences by contacting the college's absence line at (01709) 300699 or by emailing attendance@trc.ac.uk **before the start of the first lesson on the first day of absence**, including an expected return date.

As a matter of courtesy, which we actively encourage, students are also asked to inform their teachers directly when they know they will be absent from college.

Progress Tutors should be informed of any issues that may affect a student's ability to attend.

Students must inform and sign out at main reception or Student Services if leaving the building before the end of timetabled lessons (e.g.-due to illness)

Medical appointments

All non-urgent (dental, doctors,) medical appointments should be arranged out of college hours.

For any unavoidable medical appointments during the college day, students must follow the procedure outlined above and ensure they sign out at Main Reception or Student Services.

Responding to poor attendance and punctuality

Attendance

Thomas Rotherham College expects students to aim for 100% attendance each academic year.

Reasonable adjustments are made for students with significant health issues or extenuating circumstances.

Attendance expectation is 100%. 95% plus (attendance is good, you rarely miss a lesson), 90-94.9% (attendance requires improvement), 89.9% and below (attendance is a serious concern)

Communicated absences: An absence that has been communicated following the correct procedure as outlined above will result in an automatically generated email being sent to student and parent/carer thanking them for their notification of absence and a reminder to report any future absences.

Students can ring in themselves to communicate absence, but this enables transparency between college and parent/carer. On Day 3 of consecutive illness, the Attendance Officer will ring parent/carer to query when the student's return date to college will be to prompt return to lessons.

Uncommunicated absences-procedure

Uncommunicated absences appear as a U mark on the register. Tutors make daily contact with all U mark absences on the system twice daily and follow the appropriate action:

- On Day 1 of U mark absences, the tutor will use the system to automatically generate an email asking for a reason for absence from college that day, prompting contact/communication with college. The email will show which lessons have been missed that day and will go direct to student and parent/carer. Emails are sent twice a day to cover any students that have afternoon lessons only.
- By Day 2/3 tutors will attempt to contact students and/ parents by telephone to chase unreported absence.
- By Day 4 of no contact, a Safeguarding letter is generated. Students and parents/carers are given 48 hours (inclusive of the day sent) to respond. Upon no further contact, a letter is sent out to the primary address stressing the safeguarding implications of non-attendance and no communication
- Failure to respond to this letter will result in liaison to external agencies due to Safeguarding concerns.
- Unreported absence is classed as expectation misconduct as students are not complying with the absence procedure and policy.

Attendance concerns

Ongoing attendance concerns form part of the college's expectation and misconduct system.

- Cause for concern – absence(s) has not been communicated/patterns are appearing with set days/times even when communicated (student notified)
- Recorded Warning – attendance issues/patterns persist (parents notified)
- **Formal Action Level 1:** Attendance is an ongoing concern at subject level – Formal Action Level 1 enables subject staff to set particular attendance targets to minimise disruption to learning. Review is set for four weeks (maximum).
- **Formal Action Level 2**: Attendance is a serious concern in one or more lessons and results in Tutor overview. A parental meeting is called to discuss concerns and attendance targets are set with a four-week (maximum) review period set.
- **Formal Action Level 3:** Attendance targets are not being met. Parental meeting is called. SLT has overview with clear targets set. Student is closely monitored.
- **Formal Review:** Principal Panel – student has failed to meet Level 3 targets and is showing further expectation misconduct. Attendance is impacting learning and progression

Persistent poor attendance (without extenuating circumstances) will result in a student entering the College disciplinary process. Failure to improve attendance or punctuality will result in a student moving through each level of the formal disciplinary process. Ultimately, students may be removed from their course or taken off the College roll if they fail to comply with targets set.

Attendance is a key factor in determining progression. Students on level 2 courses with poor attendance may not be permitted to move onto level 3 study. Y12 students on a level 3 course, may be refused progression onto the second year of their studies.

Any student who is absent for 10 consecutive college days will be required to attend a meeting with a member of the senior leadership team in order to establish the terms and conditions of their continuation at college.

Punctuality

Students who arrive after the start time of their lessons are asked to ‘knock and wait’. Any student with persistent poor attendance can be refused entry to the lesson at the discretion of their teacher. Persistent poor punctuality can result in a student entering the College disciplinary process.

If a student is consecutively late to lesson, the Expectation Misconduct system can be used. A cause for concern is in the first instance of poor punctuality, followed by a recorded warning and finally a Level 1 Formal Action if poor punctuality persists. Parents will be notified at the point a Recorded Warning is issued

Tutorial and Student Briefing

Attendance at Tutorial and Student Induction Sessions is compulsory for all students and forms part of the College Learning Agreement signed by the student at enrolment. Attendance at tutorials will be monitored and absence procedures and policies will be followed in the same way as non-attendance to core subject lessons. Learning Support Students referred for additional learning support must attend scheduled sessions.

Work Placement

Where work placement is a compulsory part of the course, students must attend all sessions and notify both college and the placement provider if they are unable to attend for any reason.

Work Experience

Where a student secures work experience, college can authorise a maximum of 5 college days.

Trips

Students with less than 90% attendance will not be allowed to miss lessons to participate in non-compulsory/non-essential trips and visits (enrichment trips). College may take into account all personal circumstances when determining eligibility for these trips, and therefore SLT or the Tutoring Manager may allow participation due to extenuating circumstances.

Holidays

All holidays taken during term-time are recorded as unauthorised absence. If this is unavoidable a Request for Unauthorised Absence should be completed and returned to Student Services prior to the absence. Note: Students taking holiday absence of 10 consecutive college days or more, will have to attend a meeting with a member of the senior leadership team in order to establish the terms and conditions of their continuation at college. Students will be required to complete all outstanding work using free timetable slots.

Any student who is absent from college for four consecutive weeks or more, may have their place at the College withdrawn.

Extra-Curricular Activity (non-college)

With the approval of the Principal, this will be recorded as authorised absence.

Note: Students returning to college after planned absence will be required to complete all outstanding work using free timetable slots.

Collecting and analysing data

Official college attendance is registered by the College's computerised attendance system which provides the official record of attendance given on all individual student progress reports and references for higher or further education and employment.

In order that attendance remains high profile, individual student attendance data is displayed on the college intranet, viewable by staff, viewable by students, and available to parents (via student access).

Live attendance data can be viewed daily by teaching staff and tutors. Attendance data is available on individual student pages as well as in the College Reports section. Attendance data is reviewed regularly by subject teams, Heads of Faculty and SLT. Curriculum teams are provided with termly attendance data for their courses/faculty and SLT review whole college attendance data.

Pandemic and Remote learning arrangements

During any period of lockdown, teaching and learning will move to the use of online lessons. Clearly during these periods, students will not be physically present on site but will be expected to fully engage in their learning online. Teachers will therefore continue to mark class registers to record student presence, or otherwise, in these sessions and this information will be used to inform intervention strategies with students identified as 'disengaging'.