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Attendance Policy

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Policy Owner: Director of People and Inclusion / School Attendance Lead

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STCAT
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St Thomas
Catholic Academies Trust

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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)

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.

Outstanding attendance is everyone's responsibility. The St Thomas Catholic Academies Trust (STCAT) 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.

Children 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.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on Working together to improve school attendance from

the Department for Education (DfE). We aim to achieve this through our whole-trust culture and ethos that values good attendance, which includes:

- fostering a shared understanding of the importance of good attendance across the whole-school community
- Setting high expectations for the attendance and punctuality of all pupils - positively reinforcing full or improved attendance and intervening where attendance falls below 97%
- Promoting good attendance and punctuality and the benefits of good attendance and punctuality
- 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
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school, engaging and involving families in a proactive 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 attending lessons.

Learning
Pupils' enjoyment of, and ability to participate fully in their education is of paramount importance to us as a Trust. 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 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 a parent / carer including when addressing concerns if a child is missing from education.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance and School attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

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:

- Setting high expectations of all trust and school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure all schools in the trust record attendance accurately in the register, and share the required information with the DfE and local authorities
    - Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the trust's policies and ethos
- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools

3.2 Each school's Local Academy Committee

Each school's Local Academy Committee is responsible for:

- Making sure the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the trust has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance, including with teachers from across the trust, as part of the regular continued professional development offer, so that staff understand:

- The importance of good attendance
- That absence is almost always a symptom of wider issues
- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Executive Headteacher of school to account for the implementation of this policy

3.3 The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary and/or authorising the Headteacher to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
  - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
  - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.4 The trust attendance lead

The trust attendance lead is responsible for:

- Driving attendance improvement across the trust
- Working more intensively with schools who require support to improve attendance
- Acting as a central contact point for schools with attendance queries
- Liaising with the DfE's regional teams for advice about wider support programmes

The trust attendance lead is Michelle Chappell and can be contacted via mchappell@stcat.co.uk

3.5 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

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

The designated senior leader responsible for attendance is Dani Collins for Primary Phase, Raman Sandhu for High Wycombe Secondary Campus and Rob Rooney for Aylesbury Campus and can be contacted on 01494 535196.

3.6 The school attendance officer

The school attendance officer at each school is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Executive Headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The attendance officer is Jabin Miya for High Wyombe Campus and Samanatha Medleycott for Aylesbury Campus. and can be contacted via 01494 535196

3.7 Class teachers/form tutors

All class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office.

3.8 School admin/office staff

School admin/office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the head of year/pastoral lead where appropriate, in order to provide them with more detailed support on attendance

3.9 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day/timetabled session 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 more than 1 emergency contact number for their child and if the child is in the Early Years Foundation Stage, provide more than 2 emergency contacts numbers, where possible
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the child's class / form tutor or Head of Year / Pastoral Lead or Student Support Worker.

3.10 Pupils

Pupils are expected to:

- Primary schools: Attend school every day, on time
- Secondary schools: Attend every timetabled session, on time
- Sixth form: Call the school to report their absence before time, e.g. 8.30am on the day of the absence and each subsequent day of absence
- 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 electronic attendance register, and place all pupils on 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, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- 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:

- For pupils of compulsory school age, whether the absence is authorised or not
- The nature of the activity, where 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.

The school day starts at 8.25 am for Secondary and 8.50 for Primary and ends at 3pm for Secondary and3.15pm Primary.

The register for the first session will be taken at 8.30 am and will be kept open until 9 am for secondary and taken at 8.50 for Primary and closed at 9.20 am. Students will receive a late mark after 8.30 am (secondary) and 8.50 am (Primary).

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8 am or as soon as practically possible, by calling the school office staff, who can be contacted via telephone on 01494 535196 or by emailing the school office.

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

Where there are doubts about the authenticity of the illness, the school will ask for 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.

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.

Any request should be submitted as soon as it is anticipated and, where possible, at least 6 before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

Where possible, the pupil should:

- Be out of school for the minimum amount of time necessary, and attend school before/after their appointment
- Wear school uniform to their appointment, to make it easier to return to school afterwards

However, we encourage parents to make medical and dental appointments out of school hours where possible.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. See 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 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(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- 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.
- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention (see section 7 below), as appropriate

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels [e.g. via half-termly written reports].

5. Authorised absence

5.1 Approval for term-time absence

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

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

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

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to reoccur. Examples include:

- Medical emergencies
- Family emergencies (e.g. death of a relative)]

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 6 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school reception. The headteacher may require evidence to support any request for leave of absence. If a pupil is over compulsory school age (e.g. sixth form), leave can be requested or agreed by the pupil or a parent they normally live with.

5.2 Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart. Pupils should attend school on the days surrounding those set apart for religious observance
- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

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

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

6. Strategies for promoting attendance

School culture

Attendance will be high profile in our school.. Attendance will usually be discussed at every SLT meeting, or at least every fortnight. School leaders will ensure pastoral and attendance staff have the capacity to undertake their attendance-related responsibilities, and will support where necessary, for example with phone calls, home visits, and parent meetings.

Leaders will ensure parents and pupils understand their roles and responsibilities. Parent communication, both on transition into the school and regularly throughout a pupil's time in school, will communicate the importance of school attendance and highlight the link between school attendance and attainment, mental health and well-being, socialisation and friendship, physical health, and longevity.

Leaders will ensure all staff understand the roles they play in supporting attendance and are trained in how to undertake their roles effectively. This will include contributing to a warm, school environment that makes pupils feel welcome and valued, and missed when they are not present.

As part of their scheduled learning walks, leaders will check all areas of the school building to ensure pupils are in lessons.

Leaders will develop schemes to recognise good attendance. This can include display boards, letters home for parents, achievement badges and classroom awards. In doing so, leaders will be mindful that overemphasis on external incentives can undermine intrinsic motivation and will be careful to ensure rewards are part of a wider strategy that promotes personal responsibility and intrinsic motivation.

Belonging

To maximise attendance in our school, our approach will retain tried and tested systems whilst prizing the role that our wider school culture and relationships with our families plays in securing good attendance. Emerging evidence suggests there is a correlation between pupil perceptions of belonging and their levels of attendance. This, along with feeling safe in school, is more strongly associated with attending school for girls than boys. Pupils in the lowest 20% of attendance are less likely to recognise a link between their attendance and their attainment than pupils that attend regularly.

Our school fosters a culture of safety and belonging for all by ensuring:

- Transition and induction of pupils is carefully planned and implemented.

- Pupils are welcomed with eye contact and a verbal greeting on arrival at school, on entry to the school building, and where possible on threshold between classrooms.

- We explicitly teach pupils and enforce our expectations of conduct, so that they always know the shared expectations of the school community, are not unsettled by unpredictability, and are enabled to be successful in meeting expectations.

- We are positive while upholding very high standards and expectations.

- High standards of uniform are upheld consistently and support to meet these expectations is provided if needed.

- High staff and SLT presence around school and on duties creates a safe, calm and pleasant environment.

- All pupils can read so that they can access the curriculum.

- Teaching is well-planned, is attentive to prior learning, is broken down into steps, and provides adequate challenge to ensure pupils can experience the motivation of success.

- Lessons are inclusive, with high participation and think ratio, using techniques such as everybody writes, turn and talk, and cold call to maximise the opportunity for pupil engagement.

- We recognise effort and achievement. We openly and regularly celebrate pupils, colleagues and the school to demonstrate that we are proud of those who make up our community, and to enable pupils to feel proud of their school.

- We provide a strong enrichment offer in our schools and provide active encouragement for pupils to be part of clubs, sporting teams, drama and musical productions.

- We take behaviour extremely seriously, and never tolerate bullying or harassment.

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

- Parents/carers are regularly reminded (via newsletters, the School Prospectus, the Home School Agreement and Parents' Evenings etc) of the importance of good attendance.
- Weekly / half termly lottery tickets for children with 100% attendance that week / half term.
- All of the children who have 100% attendance in a term will receive an attendance certificate. An additional attendance certificate is awarded for children who have 100% attendance for the whole year.
- Other incentives and rewards are used to encourage attendance eg Attendance Week, Displays

7. Supporting pupils with poor attendance

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

7.1 Attendance contract

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Education supervision order

In cases where voluntary early help plans and attendance contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.3 Notice to improve

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

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

They will include:

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

7.4 Penalty notices

The headteacher/head of school (or a deputy or assistant headteacher, authorised by the headteacher/head of school), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

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

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

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, are not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

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, such as meeting with parents or carers to discuss concerns, offering specific pastoral support using the resources and staffing already available within the school and / or working with external partners to address the underlying factors that are causing the absence

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority.

8.2 Pupils absent due to mental or physical ill health

Where pupils are absent from school due to mental or physical ill health we will meet with parents or carers to discuss concerns and offer specific pastoral support using the resources and staffing already available within the school as well as working with external partners to address the underlying factors that are causing the absence where appropriate.

Pastoral leaders, in conjunction with the SENDCO, will also explore alternative options to full-time attendance at school where appropriate, such as medical tuition, remote learning or a reduced timetable.

Parents should consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate.

8.3 Pupils absent due to other barriers to attendance

We recognise that some children are particularly vulnerable, and that this may mean that these children are more susceptible to barriers that may lead to reduced attendance, such as children

- Having SEND
- Being disadvantaged
- Being known (or previously known) to children's social care
- Having other barriers to attendance (e.g. young carers)
- From a Gypsy, Roma or Traveller background
- Who are Asylum seekers and Refugees

The school designated senior leader (also known as the 'senior attendance champion') will monitor the attendance of any such vulnerable groups closely to ensure that any reasonable adjustments and/or interventions required and appropriate for these children are timely and appropriate, well-chosen and targeted.

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

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

Where a child experiences a lengthy or unavoidable period of absence, we will always endeavour to meet with the parents/carers before their return to discuss and reasonable adjustments that may need to be made to the length of the school day, or adaptations to lessons in order to ensure a smooth return. The school will also consider how best to support the child with catching up on any work missed and ensure that all staff are aware of any plans agreed.

8.5 Prolonged absence for pupils in the EYFS

In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

When deciding whether a child's absence should be considered prolonged, we will consider the:

- Patterns and trends in the child's absences and their personal circumstances
- Vulnerability of the child and their parents, as well as the circumstances of their home life

We will also implement our safeguarding procedures (see our child protection/safeguarding policy and refer any concerns to local children's social care and/or request a police welfare check.

Where a child in our EYFS provision experiences a lengthy or unavoidable period of absence, we will always meet with the parents/carers before their return to discuss and reasonable adjustments that may need to be made to the length of the school day or consider a phased return to school

9. Attendance monitoring

9.1 Monitoring attendance

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

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

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

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

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

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 9.4 below)
- Provide regular attendance reports to the class teachers and form tutors to facilitate discussions with pupils and families, and to the Local Academy Committee and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other trusts and schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

9.4 Reducing persistent and severe absence

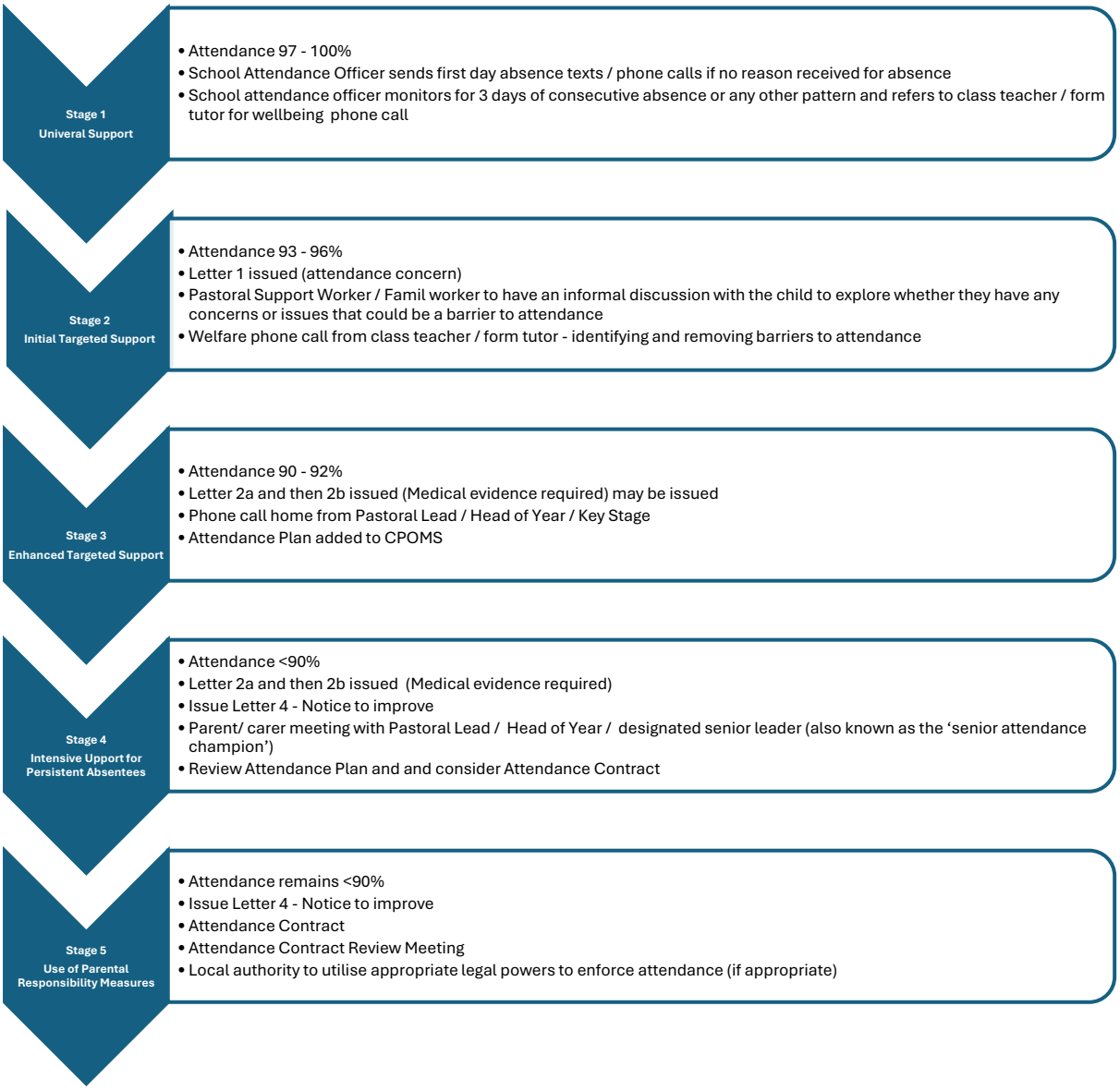
Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7, above)

Our school will follow the procedure below as part of its whole-school attendance strategy:

STCAT Attendance Strategy



PLEASE NOTE

- **Letter 3 - Early Intervention letter - to be issued if 4 unauthorised in 10 weeks – can be issued at any stage**
- **Letter 5 – Poor Punctuality – can be issued at any stage**

- NB1. During the Autumn term care must be taken to not escalate cases unduly.
- NB2. Staff 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 on CPOMS.

PLEASE ENSURE ALL ACTIONS ARE RECORDED ON CPOMS

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every two years by the Director of People and Inclusion. At every review, the policy will be approved by the full Local Academy Committee of each school.

11. Links with other policies

This policy links to the following policies:

- STCAT Safeguarding and Child Protection policy and procedures
- Behaviour policy
- Supporting pupils with medical conditions
- EYFS Policy

Appendix 1: Attendance codes

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

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

M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence

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

Appendix 2: Policy into Practice

2.1: 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.

Letter 1: General messages about the importance of attendance / attendance concern (can be used especially in HT1 /2) Attendance 93 – 96%

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) 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 _____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.

The table below is a reminder of the amount of lost learning a child may have by missing school.

365 days in a year 190 days in a school year to support pupils to maintain and even exceed expected attainment outcomes. 175 days for other activities like holidays, appointments, days out, family events		
100% attendance	Zero days missed	Perfection!
99% attendance	Two days of absence across the year	Excellent!

97% attendance	Five days of absence across the year	Good
95% attendance	Nine days of absence across the year: one week and four days of learning missed. Lost learning is likely to start affecting pupil performance, confidence and self-esteem.	Satisfactory
90% attendance	Twenty days of absence across the year; four weeks of learning missed. Pupils will find it difficult to keep up with work and achieve their best.	Concerns
85% attendance	Thirty days of absence across the year: six weeks of learning missed. Pupils will find it very difficult to achieve.	Serious concerns
75% attendance	Forty-six days of absence across the year: nine weeks and one day of learning missed. Pupils will find it extremely difficult to achieve.	Unacceptable

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]

Letter 2a: Attendance between 90 – 92% (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]

Letter 2b: Attendance between 90 – 93% (2nd 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]

Letter 3: Early Intervention Letter (4 unauthorised absences in 10 weeks) Please refer to your Local Authority's template letters for precise wording

<address block>

<Todays Date>

Dear <salutation>

Re: <full name> DoB: <dob>

Re: (pupil's full name) (one pupil per letter) at School Name

This letter is issued under the terms of the Luton Borough Council's Code of Conduct for the use of Penalty Notices.

I write to inform you that (pupil's full name) has been recorded as having 4 school sessions (equivalent to 2 school days) lost to unauthorised absence at School Name. (Pupil's name) absences were between Start date of absence and End date of absence.

The Education Act 1996, Section 444 states: "If a child of compulsory school age fails to attend school regularly his/her parent is guilty of an offence"

School will continue to monitor (Pupil's name) attendance. If there are further unauthorised absences a penalty notice can be issued in accordance with the Luton Penalty Notice Code of Conduct. A penalty notice is charged at £160 if paid within 28 days. There is usually the opportunity to pay a reduced amount of £80 if paid within 21 days. More information regarding the national framework for penalty notices and possible legal intervention can be found in our school attendance policy.

Please Note, the above absences will be included if any further action is taken against you.

In the event of your non-payment of a Penalty Notice, you can be prosecuted in the Magistrates Court by Luton Borough Council for the offence of failing to ensure your child's regular attendance at school.

Another parent/carer or someone with day-to-day responsibility regarding the above named child may have also received this letter as each adult has separate responsibility and will also need to take appropriate action.

Should you require any support or additional guidance or have any queries regarding this letter please contact me on the number detailed above.

Yours sincerely

<Name>

Headteacher

Name of School

Letter 4a: Attendance below 90% - Final Letter – Notice to Improve (Potential Legal Action) Please refer to your Local Authority's template letters for precise wording

<address block**>**

<Todays Date>

Dear **<**salutation**>**

Re: <full name> DoB: <dob>

Re: Final attendance warning letter

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].

Since the start of the school year <pupil's name> has been absent from school for <number of missed sessions>. This is concerning, as it means <name of pupil>'s attendance overall is <percentage attendance>, which is significantly below our expectations.

I am sure you are aware that every school day counts and any time away from school results in lost learning. Attendance of less than 95% means an average of two weeks of education lost each year. We want to ensure <pupil's name> does not fall behind or miss out on the other opportunities school offers

Unfortunately, due to the high levels of absence from school, the academy can no longer authorise any absence for unless it is for illness and is supported by medical evidence. Examples of evidence that may be provided are:

- Appointment card
- Prescription
- Photograph of a medicine bottle including the child's name and date of treatment
- Letter from the hospital
- Letter from GP
- Letter from a consultant

Please be aware that telephone calls and hand-written notes from a parent/carer are **not** acceptable as medical evidence.

I must advise you as a parent/carer of a child of statutory school age, you have a legal responsibility to ensure full time education suitable to the child's age, ability and aptitude and any special educational needs the child may have, either by regular attendance at school or otherwise (Education Act 1996 Section 444).

If you believe <forename> is experiencing significant difficulties that may impact upon <his, her> attendance, please contact me to discuss the matter further so that we can make every effort to support them. In the meantime, I will continue to monitor <forename>'s attendance for a further three weeks, during which time I expect to see a significant improvement.

Following this notification, should your child's attendance remain irregular during this time it is likely you will be invited to an Attendance Contract Meeting or the local authority may start legal proceedings against you and consider issuing you with a Notice to Improve.

A pupil's attendance forms part of their official school record and only the headteacher has the authority to authorise absences.

Under section 444(1) of the Education Act 1996 (EA 1996), a parent commits an offence if they fail to ensure their child's regular attendance at a school where the child is registered. Under section 444(1A) EA 1996, a parent commits a further offence where the circumstances in section 444(1) apply and the parent knows that the child fails to attend regularly at the school and fails to cause the child to attend. The penalty for failing to ensure attendance is a fine of up to £2,500.

If you knowingly fail to send your child to school, you may be prosecuted for the more serious offence under Section 444(1A) the penalty for this offence is a fine up to level 4 on the standard scale and or imprisonment of up to three months.

This means that parents/carers may be subject to a Penalty Notice. The Penalty Notice is issued **as a means of avoiding prosecution** and there is no automatic right to appeal for a Penalty Notice.

Penalty Notice Escalation Process

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

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

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

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

Yours sincerely

<Name>

Headteacher

Name of School

Letter 4b: No further legal action at this time letter

<address block>

<today's date>

Dear <salutation>

Re.: <full name> **DoB: <dob>**

Further to my letter dated <date of 1a>, I am pleased to inform you that following the **three**-week monitoring period, <forename's> attendance has improved significantly.

Given that <forename's> attendance is no longer irregular, I will not be taking any further action at this time.

However, should <forename's> attendance become irregular again during this academic year, I will (school to enter actions that will be taken)

Yours sincerely

<name>

Headteacher

Name of school

Letter 5: Absence due to lateness

Dear Parent/Carer of {Pupil Name}

We have noticed that {Pupil Name} is often late to school or absent in the mornings.

You may not be aware that the law treats persistent lateness to school in the same way as irregular attendance, and parents may be prosecuted by the Local Authority if late arrival is not resolved. If a pupil is more than 30 minutes late to school, we are obliged to register an unauthorised absence for the entire morning session. Unauthorised absences can carry significant consequences for both pupils and families.

Our regular reviews of attendance and punctuality has flagged that <pupil name> has been late to school on a number of occasions. We, therefore, wanted to keep you informed of <pupil name>'s number of late sessions:

Attendance: <current attendance>%

Number of sessions late to school: <number of late session recorded L>

Number of lates leading to unauthorised absence: <number if UA sessions due to lateness>

Being late to school can have a considerable impact over the whole school year. The table below shows you just how much time can be missed over a year if a child is late each day:

Minutes late per day during the school year	Equals days' worth of teaching lost in a year
5 mins	3.4 days
10 mins	6.9 days
15 mins	10.3 days
20 mins	13.8 days
30 mins	20.7 days

When a child is late to school they don't just miss out on vital aspects of their education, they also miss out on the opportunity to connect with their peers and teachers at the very start of the day, which is key to us establishing our sense of community and belonging. Poor punctuality can lead to your child:

- Feeling embarrassed in front of their peers when they arrive late to lessons
- Missing the vital beginning of lessons, then feeling left out and unable to keep up
- Missing important messages or instructions for the rest of the school day
- Missing the chance to be sociable and connect with their school community at the start of the day through our morning and welcome routines
- Not wanting to attend school at all because they want to avoid these feelings of discomfort, which could have been avoided

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.

If your child is having difficulties getting into school, or if you have concerns about them that you wish to discuss, please contact the school immediately. We may be able to assist in the form of an early help assessment, signpost or arrange further support, or come up with a supportive action plan for your child.

Kind regards

[Name of staff member

School position]

2.2: 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 discuss whether any of the following present a barrier to attendance:

Potential barrier to attendance	**Comment (Yes / No) If yes, give details**
Health-related issues	
Medical problems	
Poor medical care	
Disability	
Poor mental health	
Poorly controlled medical issue(s)	
Pregnancy	
Potential substance abuse	

Health issues caused by unsanitary environment or poor housing	
Home-related issues	
Young carer	
Caring for younger siblings	
Potential substance abuse in the home	
Parental mental health issues	
Potential domestic violence in the home	
Potential abuse/neglect	
Financial issues in the home	
Unable to afford/obtain correct uniform	
Homelessness	
Academic issues	
Poor academic performance	
Undiagnosed or suspected Special Educational Needs and/or Disabilities (SEND)	
Unmet academic needs	
Issues with staff	
Frequently excluded	
Social issues	
Bullying	
Issues with peer group	
Issues with personal relationships	
Potentially involved in gangs/criminal activity	
Doesn't feel safe on journey to/from school	
Transport problems	
Too far to travel	
Lacking a reliable means to get to school	
Cannot afford transport costs	
Doesn't feel safe on school/public transport	
Pupil factors	
Low self-esteem/ confidence	
Low aspirations	
Poor morning routines	
Poor sleeping patterns	
Gender/sexuality anxieties	
Other – Please give details	

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 16th 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 2nd November - currently awaiting first contact

Date of Meeting	
Individuals present	

Record of attendance reviewing meeting	
Date of review	
Individuals present	
Situation since last review	
Milestones achieved since last review	
Areas discussed	
Outcome of meeting (tick as appropriate)	☐Continue with initial plan ☐Continue plan with new or supplementary strategies added ☐Escalate attendance plan to next stage
Date of next review	

2.3: Attendance Contract

Attendance Contract

To Improve School Attendance

This Attendance Contract is a voluntary agreement between the school and the parent(s)/carer(s) regarding the pupil named below. By signing this agreement, I/we understand that the information may be shared with other relevant agencies to ensure that the necessary and appropriate support is provided.

Pupil:	DOB:

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 / No

☐ **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:	

St Thomas
Catholic Academies Trust

St Thomas Catholic Academies Trust,
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