

Attendance Policy

Barking Abbey School



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1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

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

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

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
 - Making sure school leaders fulfil expectations and statutory duties
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- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy
- To meet regularly with the SLT to discuss attendance and strategies to resolve Persistent Absentees and Severe Absentees.
- To ensure that the school report regularly and accurately on whole school attendance and persistent and Severe absentee figures.
- [Having a Link Governor for attendance.](#)

3.2 The headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Challenging requests for term time holidays

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is The Senior Deputy Headteacher- Head of Campuses who can be contacted via [0203 967 7030](tel:02039677030).

3.4 The attendance leads

Each Campus has a designated Attendance Lead who is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers, the safeguarding team and pastoral teams to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

3.5 The role of the Form Tutor

Form Tutors are responsible for recording **AM attendance** on a daily basis, using the correct codes, and submitting this information to the school office by 8:40am.

3.5 The role of the Classroom Teacher

Classroom teachers are responsible for recording attendance to lessons throughout the day, using the correct codes, and submitting this information to the school office within 10 minutes of the lesson start time.

3.6 The role of School Admin staff

School admin staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system using the correct codes and recording any relevant supplementary information.
- Challenge and question reasons for non-attendance to school.
- Transfer calls from parents to the Pastoral Team to provide them with more detailed support on attendance.
- Monitor patterns and trends in pupil attendance, highlighting any concerns with relevant attendance staff.
- Closely monitor students identified as Severe or Persistent Absentee's.
- Contact families of pupils who have not attended school in line with the guidance in this policy.
- Refer any concerns regarding attendance to the Safeguarding or Pastoral Team.
- Accurately record any safeguarding concerns using the school safeguard platform.

3.7 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time.
- Call the school to report their child's absence before 9am 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.
- Ensure that, where possible, appointments for their child are made outside of the school day.

3.8 Pupils

Pupils are expected to:

- Attend school every day on time, arriving between 8.15-8.30am.

4. Recording attendance

4.1 Attendance register

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

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

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

Any amendment to the attendance register will include:

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

See **Appendix 1** for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
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- The nature of the activity if a pupil is attending an approved educational activity.
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school by **8:30am** on each school day.

The register for the morning session will be taken at 8:30am and will be kept open until 9:20am.

The register for the afternoon session will be taken at 1:50pm and will be kept open until 2:20pm.

Students arriving before the end of the Registration period will be coded L (Late before registers close), which is a present mark. The number of minutes late will be recorded in the register. Students arriving after the registers have closed will be coded U (Late after registers close) which counts as an unauthorised absence.

If there is no known reason for the absence at registration, the absence will be recorded as unauthorised, until a satisfactory reason is provided. If the reason given is not satisfactory the absence will be coded as an 'O', (Unauthorised Absence). If the evidence provided is satisfactory the code will be amended in line with the reason and will be an Authorised Absence.

Examples of types of absence that are not considered reasonable, and which will not be authorised under any circumstances include but are not exclusive to:

- Going shopping with parents, birthdays
- Minding other younger children in the family
- Staying at home because other members of the family are unwell.
- Day trips and holidays in term time that have not been agreed.
- Arriving at school too late to get a present mark.
- Truancy

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9:00am or as soon as practically possible by calling the school admin staff on **0203 967 7030**.

If the pupil's parent / carer have not contacted the school regarding attendance the school may.

- Send a message to the family requesting reasons for the pupil's non attendance.
- Phone the family of the pupil to request the details of the pupils non-attendance.
- Contact social services if non attendance is a significant concern.

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

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

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

4.3 Planned absence

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

If a pupil has a pre-planned appointment that cannot be made outside of school hours, the family should notify the school as soon as possible and give at least 24 hours' notice.

If appointments are made during the school day, pupils are expected to attend the hours of school that they can.

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

Failure to provide medical evidence or to report absence may result in the absence being considered to be unauthorised.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to **Section 6** 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, 'L'.
- After the register has closed will be marked as absent, using the appropriate code, 'U'.

In the event of a child arriving to school late the following procedures will be followed.

- Any child arriving after **8:30am** must sign in at Main Reception.
- They will be sanctioned with a 30-minute afterschool reflection that day.
- A message will be sent home to families informing them that their child arrived late to school.
- Any child arriving after **8.50am** must sign in at Main Reception.
- They will be held in Main Reception until a member of the Admin Team have contacted home to inform the family of the time their child arrived at school and question the reason for their lateness.
- Unless an adequate explanation is provided they will be sanctioned with a 30-minute afterschool reflection that day.
- Persistent lateness can be referred to the Local Authority who may take legal action if there **are 6 or more 'U' codes** within a half term.

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:

- Communicate with the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may refer their concerns to the Pastoral or Safeguarding Team, who may liaise with Social Services or the Police.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained.
- Call the parent / carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer.

In the event of **consecutive** absence without communication from family.

First Day Absence	Second Day Absence	Third Day Absence	Fourth Day Absence	Fifth Day Absence
If the school does not receive notification it will text / telephone on the first day of absence, to try to ascertain the reason. First day contact will be carried out as early as possible in the school day, to notify parents whose children may have set off for school, but not arrived, as quickly as possible	If the child is still absent for a second consecutive day without contact from the family, a telephone call will be made to the home.	The admin team will make a referral to the Pastoral Team who will attempt to contact the family. If contact is made, details of any communication will be recorded on SIMS.	The admin team will record the concerns on the Safeguard Portal, and a member of the Safeguarding Team will attempt to contact the family. If contact is made, details of any communication will be recorded on SIMS.	The admin team will record the concerns on the Safeguard Portal, and a member of the Safeguarding Team will attempt to contact the family. The safeguarding team will arrange to conduct a home visit. A referral to social services will be made. If contact is made, details of any communication will be recorded on SIMS.
<p>Any additional Absence.</p> <p>For any additional days of absence, the Attendance Lead will liaise with the Local Authority.</p>				

4.6 Children Missing in Education

In the event of a child

- > Not returning to school for 10 days after an authorised absence, **or**
- > Having been absent without authorisation for 20 consecutive days.

The **Attendance Lead** will follow up in line with the **Safeguarding and Child Protection Policy**.

4.7 Vulnerable Groups

The school has identified target groups of pupils, who's families will be contacted on the first day of absence by the Safeguarding Team or Pastoral Teams.

4.8 Reporting to parents / carers

Student's termly attendance and punctuality will be included within termly reports, which are sent home to parents.

Attendance and punctuality are discussion items during parent evenings.

5. A Staged Approach to Attendance

The school will work collaboratively with the local authority in adopting a **Staged Approach** to Attendance.

5.1 Prevention

Pupils with attendance between 90% and 100% will receive support from the school, through whole school attendance approaches, which promote good attendance and in school support services such as telephone calls, texts, letters, and meetings with parents.

5.2 Early Help and Support

When a child's attendance continues to decline over a period of time and is at risk of falling below 90% schools should investigate to see if there are any underlying reasons for the absences. Absence from school is rarely an issue in isolation and is often a symptom of issues elsewhere that need addressing.

If this is the case the school will liaise timely and effectively with the local authority.

5.3 Statutory Intervention

Statutory intervention by Barking and Dagenham Council can take the form of either:

- > Statutory children's social care involvement; **or**
- > Attendance legal intervention (e.g. a fixed penalty notice or prosecution)

Full details of the Staged Approach to Intervention can be found in '**Working together to Support schools to improve attendance: A staged approach to intervention. January 2023.**'

A summary of this guidance can be found in **Appendix 2: Whole School Attendance Strategy.**

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least one week before the absence, and in accordance with any leave of absence request form, accessible via the school website. For details of the Absence Request form see **Appendix 3: Absence Request Form**. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- 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 parents belong. If necessary, the school will seek advice from the parents’ religious body to confirm whether the day is set apart.
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.
- A pupil may be given an authorised absence if there are concerns regarding their safeguarding either in or getting to school. This will be at the discretion of the **Heads of Campuses** or the **Head Teacher**. In this event pupils will be coded as a ‘C’ for circumstances.
- DFE guidance currently permits schools to grant Study Leave to students once external examinations have begun. If the school chooses to allow this, the ‘S’ code will be used.

6.2 Legal sanctions

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

If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

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

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

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

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

6.3 Unauthorised absence and safeguarding

If a child has a high number of unauthorised absences, and the family fail to notify the school this presents as a potential safeguard concern.

The school will make a referral to the LA MASH team if there are concerns regarding the well-being of a child, who has a high number of unauthorised absences. The school will follow procedures as outlined in the **Safeguarding and Child Protection Policy**.

If the school believes that an absent child is at / or may be at risk, and the parents have not communicated with school, the school will contact 101 and register them as being missing.

If it is believed that absence from school is linked to concerns regarding FGM, Honour based violence, CSE, County Line or Gang Exploitation the school will follow procedures as outlined in the **Safeguarding and Child Protection Policy**.

6.4 Leave in Term Time

Taking holidays in term time will affect your child’s schooling as much as any other absence and we expect parents to help us by not to take children away in school time.

Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child’s education.

Due to the new government legislation **no holiday** is to be taken or will not be authorised during school term time unless for exceptional circumstances. If holiday leave is required you will need to place your request in a Letter prior to the travelling date, to the headteacher.

There is no automatic entitlement in law to time off in school time to go on holiday and as a rule holiday during term time will not be authorised. However, we recognise that many of our pupils have family across the world and there may be times when a family visit is required.

e.g. illness. On these occasions parents may request compassionate leave absence from the Headteacher.

In deciding the school will consider the circumstances of each application individually, including any previous pattern of leave in term time. We may also require proof of bookings, medical evidence, or death certificates in the case of funerals.

It is important that you understand the circumstances when leave in term time will not be agreed by us:

- When a pupil is just starting the school. This is very important as your child needs to settle into their new environment as quickly as possible.
- Immediately before and during assessment periods, GCSE or any other public examinations.
- When a pupil's attendance record already includes any level of unauthorised absence.
- Where a pupil's attendance rate is already below 94% or will fall to or below that level as a result of taking holiday leave.

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions such as a Penalty Notice fine may be issued.

Barking Abbey School operate a **zero-tolerance** approach towards holidays during term time. Absence of this nature will result in a fixed penalty notice being issued. If pupils are on leave without authorisation, the school will refer the case to the **Attendance Leads** to issue Fixed Penalty Notices of £60, rising to £120 if not paid within 28 days (Anti-social Behaviour Act 2004).

Pupils who have unauthorised absences directly before or after a school holiday will need to provide the school with medical evidence for the absence. If no medical evidence is provided then the school based attendance officer may, refer the case to the **Attendance Leads** to issue Fixed Penalty Notices of £60, rising to £120 if not paid within 28 days (Anti-social Behaviour Act 2004).

6.4 Children Missing in Education

Procedures for trying to trace children who cease to attend without prior notification are covered in detail in the **CME Policy and Procedures** found in the **Safeguarding and Child Protection Policy**. However, if, after ten days continuous absence school has been unable to ascertain the whereabouts of a child, they will refer the child's details to the Local Authority for it to perform further checks that are not available to school. If after 20 days continuous unauthorised absence, their whereabouts cannot be traced, they can be removed from the school roll.

Students who are allocated places but fail to start are also treated as CME. If the school has been unable to contact the family during a ten-day period after their expected arrival, they will refer the students to the local authority CME team for further checks.

7. Strategies for promoting attendance

7.1 School stance on attendance

The Governors, Headteacher and staff will use all possible opportunities to promote the importance of good attendance and punctuality. These will include the home/school agreement; newsletters; rewards and incentives for good or significantly improving attendance; Assemblies, where we regularly discuss the importance of good attendance and the impact on learning; Visual Information/displays around the school.

Students are expected to attend school every day that the school is open unless they are unable to do so through illness or an unavoidable cause.

The school considers that all absences from school will disrupt continuity of learning. As a consequence, we believe that absences should be kept to a minimum. All parents must request leave of absence in writing. All leave of absence for holidays will be recorded as unauthorised; the School and Local Authority have the right to fine parents if they take any unauthorised absence for their child.

Children's attendance is very carefully monitored by our Attendance Team, Heads of Year and the Borough's Attendance Advisor.

7.2 Collaboration with families

The school believes that for attendance to remain consistent it is essential that there is collaboration between the school, students, and families. The school run monthly attendance reports which highlights student's attendance, but also indicates the students who attendance is a concern. The school intervenes using Attendance and Punctuality procedures.

Parents may be invited into school to meet with middle or senior leadership to discuss attendance or punctuality concerns and agree strategies to facilitate an improvement.

7.3 Attendance displays.

The school has attendance displays around the school, and pastoral teams host regular updates in assembly regarding the importance of attendance. The school also addresses the impact of non-attendance, what procedures could be followed and the impact on academic success and attainment.

7.4 Attendance Rewards

The school Achievement and Reward system (found with the **Behaviour Policy**) acknowledge and reward students who maintain 100% attendance ad punctuality, these students are awarded with Conduct Points and are acknowledged in celebration assemblies.

Competitions are also set up amongst Year Groups, and within tutor groups to identify the group with the best attendance.

The attendance procedures also acknowledge students who have shown an improvement in their attendance, and letters are sent home if pupils show a significant improvement in their attendance.

Students will receive certificates and badges to celebrate and share if they have maintained 100% attendance in a term of an academic year.

7.5 Attendance drop ins.

The school offer weekly drop ins for any parent / carer to come into school and meet with the attendance team to discuss any attendance or punctuality concerns. Families do not need to make an appointment and will be seen on a first come first served basis.

7.6 Attendance improvement plans

If a student has poor, or declining attendance that may be placed on an attendance improvement plan, which looks at setting targets for improvement, whilst also assessing the barriers students may have to attending school. Plans are normally devised with parents; however, the school does need to have the consent of a parent, or a parent present to set up a plan.

Successful passing of a report is followed up with a letter or phone call home to recognise the improvement.

7.7 Attendance or punctuality report

A student may be placed on an attendance or punctuality report to improve one of / or both areas, reports are overseen by a form tutor or Head of House. Parents can request for a child to be placed on this intervention. Rewards are given in the form of conduct points for successfully passing report, and consequences in pace if a report is failed.

Consequences for failing attendance or punctuality reports will be followed in line with the **School Behaviour Policy**.

8. Attendance monitoring

8.1 Monitoring attendance

The school attendance Target is **94%**, which is in line with the local and national figures, all of which have declined since the COVID pandemic.

To ensure that the school moves towards this target we will:

- Monitor attendance and absence data half-termly, termly, and yearly across the school and at an individual pupil level.
- Identify whether there are groups of children whose absences may be a cause for concern.

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average and share this with the governing board.

Regular attendance data drops will be completed, with targeted interventions put in place to challenge and support pupils who's attendance is or is at risk of dropping below 90%.

8.2 Analysing attendance.

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance and use this analysis to provide targeted support to these pupils and their families.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.
- Track data regularly and ensure that there is a clear narrative for pupils who are or at risk of becoming persistent or severe absentees. The data from this documentation will be fed back to all stakeholders.
- As part of the Pastoral Curriculum Form Tutors will question and challenge any non-attendance to school.

8.3 Using data to improve attendance.

The school will:

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

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.
 - Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school.
 - Provide access to wider support services to remove the barriers to attendance.
 - Communicate regularly with families of students who are or at risk of becoming a Persistent or Severe Absentee.
 - Put pupils who are or at risk of becoming a Persistent or Severe Absentee on an Attendance Support Plan.
 - Invite pupils to targeted attendance assemblies, highlighting to impact of poor attendance to school.
 - Work collaboratively with the local authority and social services to support families of Persistent or Severe absentees.
- Complete home visits where necessary.

8.5 Removal from school roll

A student can only be removed from the Admissions Register if their absence satisfies one or more of the criteria set out in **Regulation 8 of the Education (Pupil Registration) Regulations 2006** amended in July 2016 and the DfE school attendance guidance amended in September 2018. The Local Authority must be informed of the removal of a pupil from the school roll prior to or at the point of them being removed. Full details of that student need to be provided.

If a student has been absent for four consecutive school weeks, he/she can be removed from roll when all reasonable attempts by the school and the Local Authority have failed to locate them. The school and Local Authority are jointly responsible for trying to locate the whereabouts of that student. It does not apply to students who fail to attend and do not respond to contact efforts, but who are living at a known and confirmed address. Such cases should always be referred to the Local Authority Officer. The **Children Missing Education Officer** must, however, be contacted prior to removing that student from the school roll.

NB: No student who is 'looked after' by the authority should be taken off roll without contact being made first with both Social Services and the Local Authority Officer for Looked after Children.

9. Safeguarding and Attendance

The school is aware that nonattendance to school is a potential sign or trigger of safeguarding concerns. If a member of staff has a concern regarding the safeguarding of a child, the school Safeguarding procedures should be followed.

9.1 Child criminal exploitation and county lines

The school and staff are aware that sporadic or unauthorised absence can be indicators of a child at risk of criminal exploitation or county lines. Unauthorised absence will be challenged and questioned, and if staff have any concerns regarding the well-being of a child the school safeguarding procedures should be followed.

9.2 FGM, CSE and Honour Based Violence

All staff have received Safeguarding training that outlines the potential risks of FGM, CSE and Honour Based Violence and know the recording and reporting procedures in the event of a concern. If staff, including attendance, reception and pastoral staff, have concerns regarding student's well-being and their absence it should be reported to the relevant DSL's.

If there are concerns that a child is at risk, a referral will be made to the LA MASH team and if necessary, the police services.

More information regarding this can be found within the **Safeguarding and Child Protection Policy**.

9.3 Early Intervention for Vulnerable Children

For students who have been identified as a safeguarding concern, or under CP or CiN plans, LAC or have EHCPs, the school adopts an early intervention approach to attendance. The DDSLs have a target group of pupils who will receive first day attendance calls in the event of non-attendance to school.

10. Alternative Provisions

If a child is at an alternative provision the registers should be coded as appropriate, in most cases, student will be 'Dual Registered' and should be coded as 'D'.

If a child is Dual Registered the host school will take responsibility for managing and following up any attendance concerns, in line with their own procedures. Barking Abbey School have copies of the Safeguarding policies of all centres that are used for Alternative Provisions and ensures regular and timely communication with all providers.

In some cases, students may be coded as a 'B', educated off site, this may include but is not exclusive to:

- Recovery Placements at another school.
- Children educated in a medical centre for short of long-term illness.
- Students who are receiving Home Tuition.

Any student who is 'B' coded remains the responsibility of Barking Abbey School and will not be dual registered with the alternative provider. The school retains responsibility for attendance calls made to families.

Full details regarding alternative provisions can be found under **Appendix 5** of the **Safeguarding and Child Protection Policy**.

11. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum **annually** by the Headteacher. Following each review, the policy will be approved by the full governing board.

12. Links with other school policies

This policy links to the following policies:

- Safeguarding and Child Protection policy
- Behaviour 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
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment

R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local / national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: A Whole School Attendance Strategy

<p>School leaders All pupils You may want to:</p> <ul style="list-style-type: none"> ➤ deliver clear messages about expectations, routines and consequences through prospectus and admission/transition events ➤ regularly communicate expectations for attendance and punctuality and school performance through your regular channels of communication with staff, pupils and parents ➤ establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness ➤ monitor implementation of policy and practice, for example through: <ul style="list-style-type: none"> ➤ form time drop in ➤ shadow late gate ➤ planner checks ➤ monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions ➤ establish, implement and monitor robust arrangements to identify, report and support children missing education (CME) ➤ develop good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND) ➤ ensure that parents fully understand the demands and responsibilities of elective home education <p>Pupils at risk of persistent absence You may want to:</p> <ul style="list-style-type: none"> ➤ establish robust escalation procedures which are initiated before absence becomes a problem, for example by: <ul style="list-style-type: none"> ➤ sending letters to parents and carers 	<p>Teaching staff and tutors All pupils You may want to:</p> <ul style="list-style-type: none"> ➤ rehearse and reinforce attendance and punctuality expectations continually. ➤ emphasise the importance of attendance and its impact on attainment. ➤ promote rewards and celebrate progress but continue to outline sanctions. ➤ follow up on absence and lateness with pupils to identify barriers and reasons for absence. ➤ contact parents and carers regarding absence and punctuality. ➤ review form or tutor group attendance weekly to share data, identify issues, intervene early and help set targets. ➤ proactively promote attendance practice as part of staff induction. ➤ consider the individual needs and vulnerabilities of pupils. <p>Pupils at risk of persistent absence You may want to:</p> <ul style="list-style-type: none"> ➤ welcome pupils back following an absence and provide good catch up support to build confidence and bridge gaps. ➤ meet with pupils to discuss absence, patterns, barriers and problems. ➤ lead daily or weekly check-ins to review progress and the impact of support. ➤ make regular contact with families to discuss progress. ➤ consider what support for re-engagement might be needed, including for vulnerable groups. <p>Pupils who are persistently absent You may want to:</p> <ul style="list-style-type: none"> ➤ prepare supporting resources to ensure pupils can access learning when they return. ➤ develop targeted intervention to address gaps and build pupils' confidence (including 	<p>Attendance Leads, pastoral staff and family support workers All pupils You may want to:</p> <ul style="list-style-type: none"> ➤ engage with feeder schools or organisations to access absence information to identify target cohorts prior to transfer, including mid-year transfers and managed moves. ➤ carry out robust first-day calling procedures including priority routine for vulnerable children including children with a social worker ➤ undertake home visits in line with your policy to engage families and ensure children are safe. ➤ identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies. ➤ implement punctuality routines such as late gate or sign in procedures. ➤ implement children missing education (CME) procedures when appropriate. ➤ ensure that that parents fully understand the demands and responsibilities of elective home education (EHE) ➤ where pupils have additional vulnerabilities which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible <p>Pupils at risk of persistent absence You may want to:</p> <ul style="list-style-type: none"> ➤ provide regular attendance reports to tutors to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes. 	<p>Local authorities and external partners All pupils Local authorities may want to:</p> <ul style="list-style-type: none"> ➤ monitor and interrogate local and national data, feedback from schools and intelligence from partner agencies to develop an LA wide strategy to improve attendance and monitor impact (including join up with early help, children's social care and other LA services) ➤ monitor and share relevant absence information with schools for specific groups of pupils including those with protected characteristics. ➤ maintain regular communication and build relationships with school leaders through local networks and forums, to share local and national data, ➤ use your children's services team to facilitate community strategies and initiatives, ➤ engage partners from virtual school, early help and social care teams to ensure that they understand attendance expectations and ensure that the vulnerable cohort they serve are supported to sustain good levels of attendance. ➤ work closely with local health services and school nursing teams to ensure practitioners understand attendance requirements/responsibilities and work collaboratively with them to link families into the right support. ➤ connect with targeted services and make full use of VCS partners to understand current service delivery, service pressures and to facilitate appropriate signposting. ➤ establish and implement robust children missing education (CME) procedures to follow up reports from school and other educational organisations ➤ ensure that parents fully understand the demands and responsibilities of elective home education (EHE) <p>Virtual School Heads may want to:</p> <ul style="list-style-type: none"> ➤ monitor the attendance of looked-after children.
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<ul style="list-style-type: none"> ➤ having a weekly tutor review ➤ creating attendance clinics ➤ engaging with local authority attendance teams and/or independent attendance organisations ➤ using fixed penalty notices ➤ engaging with children's social care staff, including Virtual School Heads and social workers where appropriate ➤ establish a range of evidence-based interventions to address barriers to attendance. ➤ monitor the implementation and quality of escalation procedures (and intervention), for example: <ul style="list-style-type: none"> ➤ having a review and clinic drop in ➤ sampling of case files ➤ attend or lead on attendance reviews and clinics in line with escalation procedures. ➤ engage governors in attendance panels to reinforce messages and outline relevance in terms of training and employment. <p>Pupils who are persistently absent You may want to:</p> <ul style="list-style-type: none"> ➤ establish clear and effective service level agreements with external partners to support pupils with persistent absence, including: ➤ engage in or lead on attendance reviews and clinics in line with escalation procedures. 	<ul style="list-style-type: none"> ➤ considering small group additional support) ➤ contribute to action plans which attendance staff draw together where appropriate. ➤ provide tailored praise and encouragement when pupils attend and arrive on time. 	<ul style="list-style-type: none"> ➤ initiate and oversee the administration of absence procedures. <p>This could include:</p> <ul style="list-style-type: none"> ➤ letters home ➤ attendance clinics ➤ engagement with local authorities and other external agencies and partners ➤ work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood. ➤ consideration if further interventions are required in line with the statutory guidance on parental responsibility measures ➤ provide regular reports to leaders on the at-risk cohort. ➤ provide regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils. <p>Pupils who are persistently absent You may want to:</p> <ul style="list-style-type: none"> ➤ develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines. ➤ identify tailored intervention which meets the needs of the pupil, <p>For example:</p> <ul style="list-style-type: none"> ➤ mentoring ➤ careers advice and guidance input ➤ college placement ➤ out of hours learning ➤ alternative provision where appropriate ➤ lead daily or weekly check-ins to review progress and impact of support. ➤ make regular contact with families to discuss progress. 	<ul style="list-style-type: none"> ➤ set aspirational targets for attendance within personal education plans. ➤ provide training for designated teachers about their role in promoting the attendance of looked-after and previously looked-after children. ➤ provide advice and guidance to those services supporting previously looked-after children and their families about promoting and securing good attendance. <p>Pupils at risk of persistent absence</p> <ul style="list-style-type: none"> ➤ have a clear process for how attendance issues should be managed and escalated if unresolved, making clear when to follow different steps of intervention and involving all relevant agencies. ➤ Social workers and family support workers should: ➤ convey high expectations for attendance. ➤ make sure school attendance is prioritised within multi-agency plans. ➤ in line with local guidance, use children in need or other multi-agency plans to identify barriers to attendance and engage schools and services in providing early intervention support. <p>For looked-after children, Virtual School Heads should ensure personal education plans identify and address any barriers to good attendance.</p> <p>Pupils who are persistently absent Local authorities may want to:</p> <ul style="list-style-type: none"> ➤ consider using the full range of Parental Responsibility Measures (including fast track, parenting contracts and parenting orders, education supervision orders, penalty notices, and ultimately prosecution) using supportive measures alongside sanctions to change parental behaviour ➤ build relationships with families of persistently absent pupils and provide practical support to unblock barriers to attendance. ➤ coordinate strategies and services to ensure that messages on attendance are consistent and that
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Stage 1 – Prevention
Can attendance be improved through stage 1 measures?

YES

Continue to use stage 1 measure to improve attendance

NO

Are there safeguarding concerns?

YES

Stage 3 – Statutory Intervention
Refer to MASH

NO

Stage 2 – Early Help & Support
Send Attendance concern letter
Invite parents/carers to a meeting

Are there further absences?

Convene a meeting with parent/carers
Invite parents/carers & any other agencies involved
Identify reasons for absence
Devise improvement plan with review period
Make any referrals to Early Help or other services
Consider parenting contract

YES

NO

Send Attendance or Fixed Penalty Warning letter
invite parent/carers to an Attendance Review Meeting

Revert to Stage 1 measures to sustain the improved attendance

Convene a review meeting with parent/Carers
Invite parent/carers & all other agencies involved
Review improvement plan/Parenting contract

Are there safeguarding concerns?
Does the review meeting feel it is appropriate to refer for statutory attendance interventions?

YES

NO

Update the improvement plan/parenting contract
Make further referrals if appropriate
Set new review actions and review period

Stage 3 – Statutory Intervention
If there are safeguarding concerns refer to MASH
Or follow the process for Fixed Penalty Notice of Prosecution