



## Attendance Policy

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## Attendance Policy

### 1. Introduction

- 1.1. The Corinium Education Trust (the Trust) is an ambitious and inclusive family of schools.
- 1.2. We aim to transform lives and strengthen communities:
  - We put children and young people first;
  - We inspire a lifelong love of learning and fellowship;
  - We challenge everyone to achieve more than we all first think is possible.
- 1.3. We act with courage and kindness.
- 1.4. The Trust is committed to improving the learning and life chances of all of our children and young people and, to support their personal development and academic progress, we provide rich and effective educational experiences that prepare them for the next stage in their lives.
- 1.5. The Trust believes that if all of our pupils are to benefit from the education our schools provide, punctual, daily attendance is crucial.

### 2. Importance of regular attendance

- 2.1. All schools within the Trust have high expectations. We actively promote and encourage 100% attendance as the 'norm'.
- 2.2. Our objective is to ensure all pupils have access to the fulltime education to which they are entitled.
- 2.3. We expect all our pupils to be in school for every session of the school day and every day their schools are open.
- 2.4. Regular attendance is fundamental to the future success of all our pupils. The Trust defines regular attendance as 97% or above.
- 2.5. We believe that by providing calm, orderly, safe and supportive environments where all pupils want to be and are keen and ready to learn, we have created the best conditions for achieving good attendance.
- 2.6. For a pupil to reach their full potential a high level of school attendance is essential. Research indicates that there is a direct link between under-achievement and attendance below 95%.
- 2.7. The table below shows how irregular attendance adversely affects pupils' progress and may lead to educational and social disadvantage.

0 days absence (190 school days)	6 days absence or more	15 days absence or more	19 days absence or more
100%	96.99%	92.99%	Below 90%
Excellent attendance	Satisfactory attendance	Requires improvement	Causes for concern
Best chance of success	Harder to make good progress	Less chance of success	Serious concerns and possible court action

- 2.8. In contrast, research shows that regular attenders:
- Make better progress, both socially and academically;
  - Find school routines, school work and friendships easier to cope with;
  - Find learning more satisfying;
  - Are more successful in transferring between primary school, secondary school, and higher education, employment or training.
- 2.9. The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. We believe that high attainment, confidence with peers and staff, and future aspirations depend on good attendance.

### 3. Attendance strategy

- 3.1. We recognise that nationally average school attendance is lower than it was before COVID19 and we have seen this trend being reflected across our schools. Therefore, we are committed to improving attendance to above the pre-pandemic levels in each of our schools.
- 3.2. We aim to work collaboratively across the Trust with staff, parents and other agencies to improve attendance.
- 3.3. By treating the root causes of absence together we are able to remove barriers to attendance at home or at school.
- 3.4. Across the Trust, our schools aim to do the following:
- **Expect:** We aspire to high standards of attendance from all of our pupils and parents and aim to build a culture where all can and want to be in school and ready to learn by prioritising attendance improvement.
  - **Monitor:** We rigorously use attendance data to identify patterns of poor attendance (at the individual and cohort levels) as soon as possible so we can all work together to resolve them before they become entrenched.
  - **Listen and understand:** When a pattern is spotted, we encourage pupils and parents to listen to understand barriers to attendance and agree on how we can all work together to resolve them.
  - **Facilitate Support:** We remove barriers in schools and help our pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.
  - **Formalise Support:** Where absence persists and voluntary support is not working or not being engaged with, we will work together with parents and other agencies to explain the consequences clearly and ensure support is in place to enable families to respond. Depending on the circumstances, this may include formalising support through a parenting contract or education supervision order.
  - **Enforce:** Where all other avenues have been exhausted and support is not working or not being engaged with, we will liaise with the Local Authority to enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

### 4. Effective home-school partnerships

- 4.1 The Trust recognises that parents have a vital role to play in their children's education.
- 4.2 By building trusting relationships and working together to put the right support in place at the right time, in partnership with school staff, parents/carers, pupils and, where appropriate, the Local Authority or other agencies, we are able to remove any barriers to attendance.
- 4.3 We ensure our schools have strong home-school links and communication systems in place that can be used whenever there is a concern about attendance. By acting early to address patterns of absence we aim to reduce absence, including persistent and severe absence.

4.4 If there are specific issues affecting a pupil's attendance, our schools will investigate, identify and seek to resolve these as quickly and efficiently as possible in partnership with parents/carers. Our schools follow a clearly focused and graduated approach aimed at returning pupils to full attendance at all times.

## 5. Legislation

5.1 The Education Act 1996 requires parent/carers to ensure their children receive effective, fulltime education, either by regular school attendance or otherwise.

5.2 Our schools are legally responsible for recording pupil attendance twice a day; once at the start of the morning session and once during the afternoon session.

5.3 The government expects:

- Schools and local authorities to:
  - Promote good attendance and reduce absence, including persistent absence;
  - Ensure every pupil has access to full time education to which they are entitled;
  - Act early to address patterns of absence.
- Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.
- All pupils to be punctual to their lessons.

5.4 This policy meets the requirements set out in the following guidance for schools:

- 'Working together to improve school attendance' DfE May 2022, [Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/Working_together_to_improve_school_attendance.pdf)
- 'Summary table of responsibilities for school attendance' DfE May 2022, [Summary table of responsibilities for school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/Summary_table_of_responsibilities_for_school_attendance.pdf)
- School attendance parental responsibility measures, Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police DfE January 2015 [Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/Stat_guidance_template.pdf).

5.5 The documents are drawn from the legislation below that sets 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](#)

5.6 This policy takes due regard to all the requirements of the Human Rights Act and all Equal Opportunities legislation.

5.7 We aim to meet our obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it;
- Promote mental health and wellbeing.

## 6. Roles and responsibilities

6.1 **Parents/carers** are expected to:

- Make sure their child(ren) attend school every day on time, in uniform and equipped to learn;

- Call or email their child's school on the first day of absence to report any absence no later than 15 minutes after the school's official start time (see Appendix A), and on each subsequent day of absence, and advise when they are expected to return;
- Provide their child(ren)'s school(s) with more than one emergency contact number for their child(ren);
- Ensure that, where possible, appointments for their child(ren) are made outside of the school day;
- Refrain from arranging holidays in term time;
- Engage positively with any support offered informally and formally to help their child(ren) overcome any barriers to attendance.

6.2 **Pupils** are expected to:

- Be punctual;
- Attend school every day on time;
- Attend every timetabled session on time (secondary).

6.3 The Trust's **Board of Trustees and local governing bodies** are expected to:

- Recognise the importance of school attendance and promote it across the Trust's and schools' ethos and policies;
- Ensure school leaders fulfil expectations and statutory duties;
- Review attendance data regularly, discuss and challenge trends, and help school leaders focus efforts on the individual pupils or cohorts who need it most;
- Sit on formal attendance panels to review cases of severe absence as required;
- Hold the Trust Lead (CEO) and Headteachers to account for the implementation of this policy across the Trust and its schools.

6.4 The **Trust Lead (CEO)** is responsible for:

- Setting the culture of the organisation and driving the ambition for all pupils forward. This includes promoting regular and good attendance and punctuality;
- Developing a robust attendance strategy and sustainable policy with school leaders and those involved in governance, leading on implementation and monitoring impact;
- Convening attendance panels to review cases of severe absence as required;
- Sharing effective practice on attendance management and improvement across schools;
- Ensuring Trust/school staff receive adequate training on attendance matters;
- Using the Trust's MIS to prepare and deliver accurate and timely reports on attendance to Trustees.

6.5 Our **Headteachers** are responsible for:

- Promoting regular and good attendance and punctuality;
- Implementing the Trust's attendance strategy and policy in their schools and monitoring its local impact;
- Using the Trust's/school's MIS to analyse attendance data (one of our core key performance indicators) and report it to the Trust Lead (CEO) and local governing body, highlighting evidence of improvement and any patterns or trends of concern with relevant actions;
- Requesting attendance panels to review cases of severe absence as required;
- Benchmarking attendance data (with other schools in the Trust and nationally using DfE data and FFT) to identify areas of focus for improvement;
- Supporting staff with monitoring the attendance of individual pupils, especially those with persistent or severe absence;
- Requesting the issue of fixed penalty notices, where necessary.

6.6 Our **designated senior leaders\*** are responsible for:

- Championing and improving attendance across their schools;
- Offering a clear vision for attendance improvement;

- Evaluating and monitoring expectations and processes;
- Having an oversight of data analysis;
- Communicating messages to pupils and parents;
- Delivering targeted intervention and support to pupils and families;
- Where there is a lack of engagement, holding more formal conversations with parents and raising the issue of the potential need for legal intervention.

(\*Secondary only. In primary schools these responsibilities are delegated to the Headteacher or, where appointed, the Attendance and Support Officer)

6.7 Our **school attendance officers\*** are responsible for:

- Checking registers have been taken and their accuracy;
- Using the Trust's/school's MIS to collate daily attendance data, including logging absence calls, and looking for any patterns or trends and bringing these to the attention of senior or pastoral staff;
- Monitoring daily attendance and initiating early intervention by contacting parents regarding any unauthorised absence. This may be through an alert system such as an App related to our MIS or truancy call;
- Monitoring pupils' attendance over time, conducting and managing AIPs (Attendance Improvement Plans) or AIMs (Attendance Improvement Meetings);
- Reporting significant concerns about attendance to the designated senior leader responsible for attendance and the Headteacher;
- Working with parents and school staff eg pastoral lead/family liaison officer/SENCO to tackle persistent absence;
- Advising the Headteacher (or other member of staff authorised by the Headteacher) when to issue fixed-penalty notices.

(\*In our small primary schools these responsibilities may be delegated and shared between administrative and senior staff)

6.8 Our **teachers** are responsible for:

- Promoting regular and good attendance and punctuality to their classes;
- Using the Trust's/school's MIS to take registers accurately twice a day; once at the start of the morning session and once during the afternoon session using the appropriate codes (see Appendix B);
- Monitoring pupils' daily attendance, conducting and managing AIPs (Attendance Improvement Plans) when necessary.

6.9 Our **school administration and office staff** are responsible for:

- Taking calls from parents about absence on a day to day basis and recording absences on the Trust's/school's MIS;
- Transferring calls from parents to the appropriate member of staff in order to provide them with a more detailed support on attendance;
- Keeping accurate and up to date records of calls with parents.

## **7. School processes for recording attendance and absence**

- 7.1 All schools in The Corinium Education Trust keep attendance registers and place all pupils onto these registers. This information is stored in our MAT-wide MIS (Managed Information System).
- 7.2 Each school takes an attendance register at the start of each morning session of the school day and once during each afternoon session. Using the appropriate codes (Appendix B), these registers will mark whether pupils are:
- Present;
  - Absent;
  - Attending an approved off-site educational activity;
  - Unable to attend due to exceptional circumstances.
- 7.3 Any amendment to an 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.
- 7.4 The Trust's attendance registers also record:
- Whether the absence is authorised or not;
  - The nature of the activity if a pupil is attending an approved educational activity;
  - The nature of circumstances where a pupil is unable to attend due to exceptional circumstances.
- 7.5 In line with our Data Protection and Records Management Policies and the statutory guidance, schools in the Trust keep every entry on our attendance register for 3 years after the date on which the entry was made.

## **8. Attendance**

- 8.1 Pupils must arrive in school on time each school day.
- 8.2 The register for the morning session will be taken within 15 minutes of the official start of the school day (See Appendix A for our schools' start times etc).
- 8.3 Registers will be kept open for no longer than 15 minutes after the session begins or the length of the form time or first lesson in which registration takes place. The register for the afternoon session will be taken after the pupils' lunch break and will be kept open for 15 minutes.
- 8.4 The Trust's schools promote and recognise good attendance. Our schools use a range of strategies to encourage all pupils to attend school regularly. These may include, but are not limited to:
- Sharing attendance data in real time via our MIS or Parent App;
  - Badges and certificates within our MIS or Parent App;
  - Celebration assemblies;
  - Individual and class prizes for good and/or improving attendance;
  - Breakfast clubs and support groups for low or reluctant attendees;
  - Bespoke mentoring provided in school or through commissioning external support.

8.5 Where an attendance award system is used within a school, an attendance reward will take exceptions of 'authorised absence' into account. These are where a pupil's absence marks relate to recognised impairment (as the Disability Discrimination Act requires us to treat those with a disability 'more favourably') or where a pupil is granted leave for religious observance.

## **9. Punctuality**

9.1 The Trust and all our schools promote good attendance. It is the responsibility of parents/carers to ensure their child(ren) attend school full time and arrive on time.

9.2 The Trust monitors punctuality. Parents will be contacted if their child(ren) do not arrive at their school on time.

9.3 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).

9.4 If a pupil persistently arrives late for school, after the register closes, a school will explore the reasons for persistent lateness with the pupil and parents and, where appropriate, make reasonable adjustments and take supportive action to change behaviour and improve punctuality.

9.5 If the pupil continues to arrive late after a school's register has closed, and where there have been 10 sessions of unauthorised lateness within the immediately preceding 10-week period, parents will receive a warning letter advising them that if there is further unauthorised lateness within the next 15 school days, the school will advise the Local Authority and a penalty notice will be requested for each parent.

## **10. Authorised absence**

10.1 This policy reflects the fact that schools cannot legally authorise any leave of absence unless there are exceptional circumstances. The Department for Education (DfE) has issued clear guidelines to all schools detailing valid reasons for authorised or justified absences.

10.2 The Trust's schools only authorise absences from school for the following reasons:

- A child is ill or receiving medical attention;
- Unavoidable medical/dental appointments.

10.3 We expect parents/carers to notify their child(ren)'s school(s) of the reason for an unplanned absence on the first day of absence no later than 15 minutes after the school's official start time or as soon as practically possible by calling or emailing the school directly.

10.4 Absence due to illness will be authorised unless a pupil's school has a genuine concern about the authenticity of the illness.

10.5 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. Schools will not ask for medical evidence unnecessarily.

10.6 If a 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.

10.7 All schools in the Trust will endeavour to work with the parents of pupils who are unwell for more than 15 consecutive or cumulative school days and Gloucestershire County Council as set out in the Trust's Children with medical needs who cannot attend school Policy.

## **11. Planned absence**

11.1 The Trust and our schools strongly discourage parents from taking their children out of school during term time.

11.2 Term times are for education. This is the priority. Children and families have 175 days off school to spend time together, including weekends and school holidays. The Trust's Headteachers will rightly prioritise attendance. A family holiday in term time will not be authorised.

11.3 Generally, absences will not be granted during term time and will only be authorised by the Headteacher in exceptional circumstances.

11.4 The Trust is consistent in its approach to any requests for planned absence. We expect our Headteachers to follow the statutory guidance and exercise their professional discretion. Headteachers will make an informed assessment as to whether a planned absence can be authorised.

11.5 The Trust and our schools 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.

11.6 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.

11.7 Parents should notify their child(ren)'s school(s) of an unavoidable or emergency appointment at least 48 hours before it is scheduled to take place or at the earliest opportunity.

11.8 The Trust's attendance policy recognises that the law does not grant parents the automatic right to take their child out of school during term time for family holidays. The Headteacher has the discretion to consider authorising a leave of absence in term time only in 'exceptional circumstances.'

11.9 The Trust defines 'exceptional circumstances' as one off events that are unavoidable; examples may include but are not limited to:

- Days of religious observance, notified in advance;
- Approved sporting or extra-curricular activities, such as training for a GB youth team, an outward bound course signposted by a school, or an audition for a theatre school;
- External examinations which are not offered by or hosted within a school, such as instrumental music or dance grades;
- Bereavement or marriage of an immediate family member;
- Respite care of a looked after child;
- Seeing a parent who is on leave from the armed forces;
- A housing crisis which prevents attendance;
- Traveller pupils travelling with their parents for occupational purposes.

11.10 Owing to the nature of 'exceptional circumstances', the Trust cannot provide a definitive list. However, our Headteachers consider requests carefully and with regard to this policy and the statutory regulations.

11.11 Parents may request authorisation for a leave of absence from school. However, they must seek permission in advance to take their child(ren) out of school during term time in advance.

Only parents/carers with parental responsibility and with whom the child(ren) normally live can make such a request. Any request should be addressed to their child(ren)'s Headteacher.

- 11.12 Any request should be submitted in writing as soon as it is anticipated and, where possible, at least two weeks before the absence. The Headteacher may require evidence to support any request for leave of absence.
- 11.13 The Trust's Headteachers consider each application for term-time absence individually, taking into account the specific facts, including the pupil's previous and current attendance records, circumstances and relevant context behind the request.
- 11.14 A Headteacher will only grant a leave of absence to a pupil during term time if they consider there to be truly 'exceptional circumstances.' This will be authorised at the Headteacher's discretion, including consideration of the length of time the pupil is to be absent.
- 11.15 Absence for traveller pupils 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. (The term 'traveller' covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers).
- 11.16 If the circumstances relating to any request are considered 'exceptional' and the absence is authorised by the headteacher, the authorising of the absence will be conditional on the child(ren)'s attendance being satisfactory up to the date covered by the request. If the headteacher withdraws the authorisation due to the child(ren)'s attendance dropping to an unacceptable level and the absence goes ahead, the absence will be unauthorised.
- 11.17 If a leave of absence in term time has been requested and is not considered by the Headteacher to be an 'exceptional circumstance', such as a family holiday, it will not be authorised.
- 11.18 If the leave of absence is not agreed by the Headteacher, and a parent or carer nevertheless takes the pupil out of school for the leave of absence, the school will record the absence as unauthorised leave.

## **12. Unauthorised absence**

- 12.1 In the case of an unauthorised leave of absence, or absences, that consist of 10 sessions (5 Days equivalent) or more within a 10 week period, the school is obliged to report the absence to the local authority.
- 12.2 The local authority may issue a Fixed Penalty Notice without further warning to the parent. Please note that such a penalty is issued to each parent for each child taken out of school. A penalty notice is a fine of £60 if paid within the first 21 days which increases to £120 if paid between 21 and 28 days. Thereafter, if the penalty remains unpaid this may lead to prosecution through the Magistrates' Court.

## **13. Procedures following unexplained absence**

- 13.1 In the event of an unexplained absence The Corinium Education Trust's schools will:
- Alert the pupil's parent/carer on the morning of the first day of unexplained absence and call them to ascertain the reason. If the pupil's school cannot reach any of the pupil's emergency contacts, the school will advise the police;
  - Identify whether the absence is approved or not;
  - Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session;

- 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 pupil's school will advise the Local Authority's Education Inclusion Team and/or Early Help to seek additional support such as Family Support.

#### **14. Truancy**

- 14.1 The Corinium Education Trust recognises that pupils make the most progress when they attend lessons punctually.
- 14.2 It is the legal responsibility of parents/carers to ensure their child(ren) attend school and all lessons as required.
- 14.3 It is unacceptable for a pupil in school to miss a lesson without prior authorisation or permission from a senior member of staff.
- 14.4 Parents and carers will be informed by their child(ren)'s school if their child(ren) has been identified as truanting.
- 14.5 Any unauthorised absences from lessons will be considered truanting and will result in the pupil spending time in detention equivalent to the time missed in addition to a further appropriate sanction for breaching the school's standards.
- 14.6 Persistent cases of truanting may be referred to the local authority who may consider issuing a fixed penalty notice.

#### **15. Attendance data, reporting and analysing**

- 15.1 The Trust and our schools will:
- Regularly inform parents of their child(ren)'s attendance levels through our MIS or Parent Apps, letters and reports etc;
  - Routinely monitor attendance and absence data weekly across the Trust and in each of our schools and at an individual pupil level;
  - Identify whether there are particular groups of children whose absences may be a cause for concern.
- 15.2 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.
- 15.3 The Trust and our schools will:
- Compare school attendance data across the Trust and to the national average. This is shared with Trustees and our schools' local governing bodies;
  - 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;
  - Generate regular attendance dashboards and reports within our MIS to enable teachers and school leaders to facilitate well informed and evidence-based discussions with pupils and families;
  - Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.

## **16. Reducing persistent and severe absence**

- 16.1 In line with the guidance, a pupil who is absent for 10% of school time will be considered to be a persistent absentee. A pupil whose absence is above 50% will be considered a severely persistent absentee.
- 16.2 The Conrinium Education Trust has a graduated response to pupil absence.
- 16.3 We aim to intervene early to minimise the learning time lost through repeated absence. Consequently, attendance that falls below 90% will initiate Stage 1; 95% will trigger Stage 2 (persistent absence) in our procedures and attendance that falls below 75% will trigger Stage 3 (severe persistent absence). See flow chart in Appendix C.
- 16.4 The Trust and our schools will:
- Use attendance data to find patterns and trends of persistent and severe absence;
  - Agree Attendance Improvement Plans at Stages 1 and 2;
  - Hold Attendance Improvement Meetings with the parents of pupils who a school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school at Stage 2 and 3;
  - Provide access to wider support services to remove the barriers to attendance;
  - Hold a formal attendance panel to review the reasons for severe absence, actions of the school, parents and other agencies and make further recommendations at Stage 3;
  - Formalise support or use legal sanctions, in conjunction with the local authority (Gloucestershire County Council), for example through using a parenting contract, engagement with social services, Education Supervision Order or consideration of attendance prosecution in the Magistrates' Court

## **17. Legal sanctions**

- 17.1 The Trust's schools can request Gloucestershire County Council, or another local authority in which a pupil lives, to issue fines to parents for the unauthorised absence of their children from school, where the children are of compulsory school age.
- 17.2 Fixed penalty notices are issued in accordance with the Local Authority Penalty Notice Code of Conduct [Attendance - Schoolsnet \(gloucestershire.gov.uk\)](https://www.gloucestershire.gov.uk/attendance-schoolsnet)
- 17.3 If issued with a fine or penalty notice each parent must pay £60 (per child) if paid within 21 days rising to £120 thereafter. If not paid within 28 days the Local Authority can decide whether to prosecute or withdraw the notice – note there is no right of appeal in court by parents against a fixed penalty notice.
- 17.4 In Education Law (Section 576 of the Education Act 1996) 'parent' means:
- All natural parents, whether they are married or not;
  - Any person who has parental responsibility for a child or pupil;
  - Any person who has care of a child or pupil i.e. lives with and looks after the child.

## **18. Monitoring and review**

- 18.1 This policy will be published on The Corinium Education Trust's website and our individual schools' websites.
- 18.2 Attendance data is included in our routine monitoring as a core key performance indicator and is a standing item on the agenda for The Trust's fortnightly Leadership Group Meetings and is reported to trustee and local governing body meetings.

18.3 This policy will be reviewed annually. This will take account of the impact of the policy on improving attendance and reducing persistent absence. It will respond to any updated guidance from the DfE and/or Local Authority.

18.4 At every review the policy will be approved by the Trust's Board of Trustees and shared with our schools' local governing bodies.

## **19. Links to other policies**

19.1 This policy operates in conjunction with the following Trust and school policies:

- Behaviour Statement and Policies;
- Data Protection Policy;
- Children with medical needs who cannot attend school Policy
- Equality, Equity, Diversity and Inclusion Policy (Pupils);
- Equality Information and Objectives Statement, Policy and Plan;
- Exclusions Policy;
- Home/School Agreements;
- Records Management Policy;
- Safeguarding Statement and Policies;
- Special Educational Needs and Disabilities (SEND) Statement and policies;
- Supporting Pupils with Medical Conditions Policy.

**Appendix A: The Corinium Education Trust's school start times**

School	AM		PM	
	Official start of the school day - Registers open at	Registers close at	Afternoon registers open at	Afternoon registers close at
Cirencester Deer Park School	8.50am	9.05am		
Chesterton Primary School	8.45am	9.00am	1.00pm	1.15pm
Kemble Primary School	8.45am	9.00am	1.00pm	1.15pm
Siddington C of E Primary School	8.45am	9.00am	1.00pm	1.15pm

## **Appendix B: Absence Codes – Recorded on registers**

A	Present at registration
B	Educated Off Site (Not dual registered)
C	Other authorised circumstances (not covered by another appropriate code/description)
D	Dual registered (i.e. present at another school or at a PRU)
E	Excluded but no alternative provision made
F	Agreed extended holiday
G	Family holiday (not agreed or sessions in excess of agreement)
H	Agreed holiday
I	Illness
J	interview
L	Late but arrived before the register closed
M	Medical or dental appointment
N	No reason for the absence provided yet
O	Other unauthorised (not covered by other codes or descriptions)
P	Approved sporting activity
R	Day set aside exclusively for religious observance
S	Study Leave
T	Traveller absence
U	Late and arrived after the register closed
V	Educational visit or trip
W	Work experience (not based working)
X	Un-timetabled sessions for non-compulsory school age pupils
Y	Partial and forced closure
Z	Pupil not on roll yet # School closed to pupils
AEA	Authorised Educational Activity - counted as present

The Absence Codes have been updated by Capita and are identical for all schools nationally.

## Appendix C: Attendance Flow Chart

(references in brackets relate to the relevant sections of the CET's Attendance Policy)

	Stage 1		Stage 2		Stage 3	
Absence	Absence concern		Persistent Absence		Severe Persistent Absence	
First day of absence	Pupil's attendance falls below 95%		Pupil's attendance falls below 90%		Pupil's attendance falls below 75%*	
Parent/carer contacts school on first day of absence and on each subsequent day (6.1).	Attendance Lead routinely monitors attendance data and identifies those whose attendance is a concern (6.6, 16).		Attendance Lead routinely monitors attendance data especially of those who are at risk of being persistently absent (6.6, 16).		Attendance Lead proactively monitors attendance data especially of those who are <b>at risk</b> of being severely persistently absent (6.6, 16).	
↓	↓		↓		↓	
If no notification received, school makes contact with parent/carer on first day of pupil's absence (absence alert, APP) (6.7, 10.3). <i>Safeguarding duty</i>	School makes parent/carer aware when pupil's attendance falls below 95% (APP, threshold letter, report) (6.7).		School makes personal contact with parent/carer where there is sustained poor attendance and liaises with other agencies where appropriate (13.1).		School maintains contact with parent/carer, liaises with Early Help and/or other agencies (home visits) and advises GCC's Education Inclusion Team (16.2).	
↓	↓		↓		↓	
Where appropriate, a pupil who has been absent for 2 or more consecutive days is spoken to by the relevant member of staff (6.8). <i>Wellbeing check</i>	Absence is authorised (10).	Absences are unauthorised and suggest a repeating pattern (12).	Sustained poor attendance: medical condition (diagnosed) (10)	Sustained poor attendance: unauthorised absence or repeating pattern	Sustained poor attendance: significant medical condition (diagnosed) (10)	Sustained poor attendance: persistent unauthorised absence or repeating patterns
↓	↓	↓	↓	↓	↓	↓
<b>Holidays in term time:</b> The CET's attendance policy recognises that the law does not grant parents the automatic right to take their child out of school during term time for family holidays. A Headteacher has the discretion to consider authorising a leave of absence in term time only in 'exceptional circumstances' (11.8, 11.9). A family holiday in term time will <u>not</u> be authorised (11.2).	School does wellbeing check with pupil and parent; offers support and confirms agreed actions in writing	School reviews current and previous attendance records, offers support and puts an <b>AIP</b> in place with pupil and parent (6.7, 16.4)	School reviews <b>AIP</b> and liaises with parent and medical professionals and puts specific reintegration plan in place (10.7)	School reviews <b>AIP</b> and impact of strategies. Moves to <b>AIM</b> with Attendance Lead (6.7, 16.4). Agreed plan, targets and time frame confirmed in writing	School liaises with parent, medical professionals, GCC and CAMHs to ensure appropriate education provision in place (GHES) (10.7)	School reviews formal <b>AIM</b> with pupil, parent and adviser from GCC's Inclusion Team. New plan agreed. Notice given of <b>CET Attendance Panel</b> (16.4)
<b>Punctuality:</b> The Government and CET expect all pupils to be punctual to their lessons (5.3). Parents are expected to make sure their children attend school every day and on time (6.1, 9.1). Pupils are expected to be punctual (6.2). If a pupil persistently arrives late the school will explore the reasons for persistent lateness with the pupil and parents and, where appropriate, make reasonable adjustments and take supportive action (9.4). However, a fixed penalty notice may be requested where persistent and unauthorised lateness continues (9.5).		<b>AIP</b> is reviewed with pupil and parent		Formal plan following <b>AIM</b> is reviewed with pupil and parent	Attendance and engagement in provision reviewed	Support provided. Evidence collated for CET Attendance Panel
	Attendance has improved and % increasing	Attendance has not improved and % decreasing to below 90%	Attendance has improved and % increasing	Attendance has not improved and % decreasing	Phased return to school supported, monitored and reviewed	CET Attendance Panel held to review pupil's attendance
	No further action	See Stage 2 or proceed to legal action (12, 17)	Reintegration plan revised and progress monitored	<b>AIM</b> revised with time-limited targets to meet	Reasonable adjustments made.	Recommendations made/warning given
<b>AIP</b> = Attendance Improvement Plan. <b>AIM</b> = Attendance Improvement Meeting – this is the first step in the formal procedure. *The DFE and GCC recognise 'severe persistent absence' when a pupil's attendance falls below 50%. However, attendance leads within the CET aim to intervene early to minimise the learning time lost through repeated absence (16.2).			Escalated to Stage 3 if diagnosed as significant medical condition	Attendance has not improved and % decreasing to below 75%	Attendance improving	Attendance does not improve. Proceed to legal action (12, 17)
		↓		See Stage 3 and/or proceed to legal action (12, 17)	No further action	↓
	Refer to the local authority for legal action (eg. after 10 consecutive sessions of unauthorised absence) (17).					

## Document History

<b>Creation Date</b>	March 2023 (replaces individual school policies)
<b>Trust Lead</b>	Trust Lead (CEO) in consultation with Heads/Attendance Leads
<b>Approved</b>	Trustees
<b>Review frequency</b>	Annual

<b>Review date</b>	<b>Significant amendments</b>	<b>Made by</b>	<b>Next review</b>
Mar 2023	<p>New MAT-wide policy to replace school-based policies and achieve greater consistency across the Trust. Will be complemented by school procedures.</p> <p>Based on most up to date DfE guidance, GCC 'skeleton' draft template for school attendance policies and Swindon Borough Council's Attendance Strategy 2022-25.</p>	CXH/SB	Mar 2024