Attendance Policy

Central Hub Brighton

The Connected Hub and Brighton & Hove Pupil Referral Units

Approved by:	Co-Head Teachers	**Date:** January 2023
Last reviewed on:	January 2023	
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Contents

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 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 Management Committee

The Management Committee is responsible for:

> Promoting the importance of school attendance across the school's policies and ethos

> Making sure school leaders fulfil expectations and statutory duties

> Regularly reviewing and challenging attendance data

> Monitoring attendance figures for the whole school

> Making sure staff receive adequate training on attendance

> Holding the Co-Headteachers to account for the implementation of this policy

3.2 The Co-Headteachers

The Co-Headteachers are responsible for:

> Implementation of this policy at the school

> Offering a clear vision for attendance improvement

> Leading attendance across the school

> Evaluating and monitoring expectations and processes

> Having an oversight of data analysis

> Monitoring school-level absence data and reporting it to governors

> Supporting staff with monitoring the attendance of individual pupils

> Monitoring the impact of any implemented attendance strategies

> Issuing fixed-penalty notices, where necessary

3.3 The Attendance and Engagement Officer

The school attendance officer 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 Co-Headteachers

> Working with senior staff across all sites, to tackle persistent absence

> 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

> Advising the Co-Headteachers (authorised by the Co-Headteachers) when to issue fixed-penalty notices

3.4 Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school admin team.

3.5 School Admin Staff

School admin staff will:

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

> Transfer calls from parents and pupils to in order to provide them with more detailed support on attendance

3.6 Parents/Carers

Parents/Carers are expected to:

> Make sure their child attends every timetabled session 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:

> [Primary school – KS2 PRU] Attend school every day on time

> [Secondary school – The Connected Hub and KS3 and KS4 PRU] Attend every timetabled session on time

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

> 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 in good time for their individual time tabled sessions, on each school day.

The register for the first session will be taken at different times according to site and start time as follows:

KS2 and 3 opened at 9:00 and kept open until 09:30.

KS4 opened at 9.15 and kept open until 9.45

TCH – due to different start times for different groups, students will be registered on arrival however the official register will be taken at 10.30.

The register for the second session will be taken at the following times:

KS2 12.30 and kept open until 1.00.

KS3 and 4 12.45 and kept open until 1.15.

TCH 1.00 and kept open until 1.30.

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 09:00 or as soon as practically possible by calling the school site number for where their child attends. (see also section 7).

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

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

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

Examples of unsatisfactory explanations include:

- A pupil/family member's birthday
- Shopping for uniforms
- Having their hair cut
- Closure of a sibling's school for INSET (or other) purposes
- "Couldn't get up"
- Illness where the child is considered well enough to attend school
- Family holidays

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.

To request a planned absence, parents/carers should contact the site where their child attends and speak to a member of the admin team or, email the admin team on admin@chb.org.uk as soon as possible, but not less than 24 hours before the date of the planned absence.

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

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and Punctuality

A pupil who arrives late:

> Before the register has closed will be marked as late, using the appropriate code

> After the register has closed will be marked as absent, using the appropriate code

Where a pattern of lateness begins to emerge, for KS3 and KS4, the pupil's key worker will discuss this with them individually to try and ascertain the reason and implement a support plan to improve punctuality. They will also contact parents/carers to explore the reasons for lateness.

For KS2 pupils, the Head of KS2 will contact parent/carer to discuss any patterns of lateness and to explore strategies to resolve the issue.

The Attendance and Engagement officer may also work with the pupil and their family where a barrier to attending on time, is identified.

4.5 Following up Unexplained Absence

For KS3 and KS4 pupils, phone calls are made to the pupil on the days they are expected to attend. This is to check in with the pupil and to check that they are up and ready to attend school. If the member of staff making the check in phone calls cannot contact the pupil, the parent/carer is contacted.

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

> Contact 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 ask the Attendance and Engagement Officer to carry out a home visit to check on the safety and wellbeing of pupil.

> Identify whether the absence is approved or not

> Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session

> Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will involve the Attendance and Engagement officer and, make a referral to the Local Authority's Children Missing Education Team.

4.6 Reporting to Parents/Carers

The school will regularly inform parents about their child's attendance and absence levels in a number of ways: phone calls, texts, emails and by letter. Attendance and absence levels are also included in the termly progress reports.

5. Authorised and Unauthorised Absence

5.1 Approval for Term-Time Absence

The Co-Headteachers 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 Co-Headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as sudden, unforeseen and which may temporarily and significantly impact upon a student's ability to engage in learning.

This could include:
- serious short-term illness or injury
- flare-up of a diagnosed and ongoing illness or disability, including a mental health condition
- symptoms of an infectious disease that could be harmful if passed on to others
- death or significant illness of a close family member or friend
- unexpected caring responsibilities for a family member or dependant
- significant personal or family crises leading to acute stress
- witnessing or experiencing a traumatic incident
- a crime which has had a substantial impact on the student
- accommodation crisis such as eviction or the home becoming uninhabitable
- significant trauma in the family recently and a holiday will benefit the child – this must be backed up by a doctor's or Social Worker's letter. Please note all Year 11 holiday is unauthorised, whatever the circumstances
- a one-off, never to be repeated occasion that can only happen at that time, e.g. family wedding/funeral
- the need to travel to see family members (that are not local) in response to a traumatic family event.

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 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website or, from a member of the admin team. 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.

> Study leave

> Flexi-schooling requests -where pupils have flexible and highly individualized time tables to support their learning needs.

5.2 Legal Sanctions

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

If issued with a fine, or penalty notice, each parent must pay £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. Strategies for promoting attendance

Good attendance will be rewarded in an age-appropriate way, the exact nature of these rewards will be at the discretion of the Head of each Key Stage in discussion with key staff. Research has shown that rewards are far more effective than punishment in motivating pupils. As well as encouraging and rewarding attendance, these schemes can also increase the profile of attendance, both within the school and in the wider community.

Strategies that each Key Stage could utilise include:
- Regular reviews of attendance data in each Key stage, information to be shared with all staff.
- Attendance displays – showing weekly attendance data (more useful in lower key stages)
- SMART targets – individual targets set within a specified amount of time tailored, which are tailored to the individual child. Supported by key staff.
- Gold, Silver and Bronze Certificates at the end of a set period (half termly). Additional certificates could be issued for 100% attendance, most improved etc.
- Additional help with transport
- Attendance support meetings – held with key staff member, parent and child. During the meeting there will be an exploration of barriers to learning, staff then develop an understanding of why the child (or parent) struggles to maintain good attendance. Push/Pull form completed. These should be repeated at three weekly intervals until attendance has become satisfactory.
- Home school agreement – clear expectations of attendance and interventions to support this should be laid out in this agreement. This to be signed by parent, child and key staff. This should include an attendance target.
- Morning 'check in' with key staff member to give child consistency and build strong relationship. This key staff member to build strong relationship with the child's home.
- Attendance staff and attendance information available at parent/carer evenings for informal discussions.
- Attendance rewards for attending exams - certificates and vouchers.
- Lesson by lesson attendance reward in certain subjects, if this has been identified as a particular issue.
- Sight and Sound – calls made daily to check on the whereabouts of students (especially if the child is on a part-time timetable).
- Return to school plan - made following a period of absence or a poor transition into school. This could include a reduced timetable, but with the intention of increasing time spent in school over a monitored period.
- Modify timetable/grouping - especially useful if the child has experienced child to child abuse.
- Encourage child to become self-reflective about the barriers to learning and school staff to help child develop emotional literacy about feelings of anxiety etc.

7. Attendance monitoring

Our schools have on roll some of the most vulnerable students in the city. They come to us when their mainstream school experience may have been negative. Our aim is to make their school experience more positive and help them reengage in their learning. This can only be achieved if the student builds a relationship with the school and its staff, being in school regularly is a fundamental part of that journey. Students stay with us for varying lengths of time and are supported throughout transitions to new placements or schools. We believe that regular school attendance is the key to enabling pupils to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who can then reach their full potential and make a positive contribution to the community.

7.1 Monitoring Attendance

The school will:

Try to gain as much information about attendance when a student is transitioning to our schools. Any student who is referred to us with an attendance issue will be flagged to the Attendance officer.

The Attendance officer will be included in early meetings with home and child if attendance is a known issue.

Non-attendance is associated with increased safeguarding risks, therefore the DSL, and DDSL will also be made aware that a student is vulnerable to poor attendance.

> Monitor attendance and absence data on a weekly, half-termly, termly and yearly basis across the individual sites and key stages and whole school and at an individual pupil level
> Identify whether or not there are particular groups of children whose absences may be a cause for concern

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

7.2 Analysing Attendance

The school will:

> Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
> Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
> Due to the small numbers in some cohorts, data maybe anonymised in order to protect confidentiality.

7.3 Using Data to Improve Attendance

The school will:

> Provide regular attendance reports to key workers, class teachers, support staff and other school leaders, to facilitate discussions with pupils and families. Student attendance is seen as a whole staff issue.
> Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies. The Attendance and Engagement officer will have the responsibility for collating this data and disseminating the data to relevant staff.

7.4 Reducing Persistent and Severe Absence

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

The school will:

> Use attendance data to find patterns and trends of persistent and severe absence.
> 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
> Inform the CME (Children Missing Education) team within the LA to alert them to students who have severe absence.
> Ask the Attendance & Engagement Officer to work with the pupils and their families to help identify barriers to attending and to signpost to external agencies for additional support, where this is appropriate.
> The Attendance & Engagement Officer will support staff in recognizing the barriers to learning and advise on interventions and referrals to other agencies. They will support and update the Attendance Intervention Policy as required.
> The procedures and interventions our school uses for targeting unauthorised and low absence are outlined in Appendices 2 and 3

8. Monitoring Arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum yearly, by the Co-Headteachers and the Attendance and Engagement Officer. At every review, the policy will be approved by the full Management Committee.

9. Links with Other Policies

This policy links to the following policies:

> Child protection and safeguarding policy

> Behaviour policy

10. Deletions from register

In accordance with the Education (Pupil Registration) (England) Regulations (amended 2013), pupils will only be deleted from the register when one of the following circumstances applies:

- ➤ The school is replaced by another school on a School Attendance Order
- ➤ The School Attendance Order is revoked by the local authority
- ➤ The pupil has ceased to be of compulsory school age
- ➤ Permanent exclusion has occurred and procedures have been completed
- ➤ Death of a pupil
- ➤ Transfer between schools
- ➤ Pupil withdrawn to be educated outside the school system
- ➤ Failure to return from an extended holiday after both the school and the local authority have tried to locate the pupil
- ➤ A medical condition prevents their attendance and return to the school before ending compulsory school-age
- ➤ In custody for more than four months (in discussion with the Youth Offending Team)
- ➤ 20 days continuous unauthorised absence and both the local authority and school have tried to locate the pupil
- ➤ Left the school but not known where he/she has gone after both the school and the local authority have been informed and all attempts have been tried to locate the pupil.

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/suspended 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: Attendance Interventions Policy 2022/23
The Connected Hub

Prior to September Admission

- Year 10 attendance information supplied by referring school – the accuracy of this to be checked with school EWO and any attendance issues to be discussed with referring school
- Attendance policy and expectations shared with parent and pupil at admission meeting, code of conduct, home to school agreement etc
- 1-to-1 pastoral support and attendance meeting with Attendance and Engagement officer during induction. Push/pull attendance form completed. Barriers to learning identified – information shared with school team.
- Students with existing attendance issues highlighted and list created of these for early monitoring.
- Whole staff discussions about student engagement in induction and any staff concerns noted.
- Identify those who are LAC/PIC –Child in Care Coordinator (CIC) and Attendance and Engagement Officer liaise with Virtual School and Carer.
- Identify those on CIN/CP plans – contact the Social Worker's involved, ask them to keep case open until transition has taken place. Book meetings to take place in first weeks of term.

On admission in September

- Phone calls made to all students and parents about the time and date of their first session.
- Students offered support for attending their first day – collect by car, met at bus stop etc. (anything that would assist them crossing the threshold).
- Any students that have come in as late referrals or those that missed induction sessions would be monitored by Attendance and Engagement officer.
- Start of first attendance review period (3 weeks).
- Daily contact made with students through phone calls (sight and sound) to understand where every student is each day. This continues throughout the year.

Autumn Term

- Weekly monitoring of whole school and individual attendance commences. Those who have not attended first sessions are contacted by Attendance and Engagement Officer.
- Contact made with those families on CIN/CP plans and the professionals in that team. LAC and PIC students identified. CIC liaises with Attendance and Engagement Officer. Meetings booked for first weeks of term.
- Home visits made to EBSR and those not attending to encourage attendance. Transport to school offered.
- Keyworkers asked to support students with poor attendance and those refusing to attend with phone calls home and Keyworkers asked to discuss attendance during key working sessions. Praise points awarded to those with good attendance,
- Any marked changes in engagement noted and initially keyworker to make contact, followed by Attendance and Engagement Officer if no improvement seen.
- 1st Parent/Carer evening – attendance and settling in reports discussed with home.
- Year 11 college courses and Work placements planned.
- Start regular attendance interventions for those who are not engaging. Attendance support meetings offered at home or in school. Barriers to learning discussed. Attendance targets set.
- Referral to CME (children missing education at LA) if attendance is very poor, however, students are not removed from roll.
- Referral to FDFF if there are additional safeguarding concerns - such as lack of engagement by parent and student we are not seeing them. Home visits made both planned and unannounced.
- Group and timetable changes to meet individual needs throughout term in attempts to overcome any barriers to learning.

- Trips and/or ADKOL sessions to bring cohort together and build relationships.
- Offsite 1-to-1 sessions and online learning offered to those who continue to refuse to attend (when possible – staff timetable allowing).
- Work delivered home and collected by staff if students are not attending school. This work to be marked and feedback given to student and parent/carer.

Spring Term

- Weekly monitoring of attendance for whole cohort and individuals continues.
- Any marked changes in engagement noted and initially keyworker to make contact, followed by interventions by Attendance and Engagement Officer if no improvement seen.
- Continued referrals to CME and FDFF when attendance is very low and is a safeguarding concern.
- Continued multi agency working for those that are LAC/PIC/CIN/CP.
- Mocks exams – exam attendance noted and if there are any issues with attendance these are discussed with whole staff and strategies/plans put in place for potential offsite exams in the summer.
- Attendance rewards for those who attend all exams (voucher).
- 2nd Parent/Carers evening – mock results/post 16 plans discussed.
- Information on legal working shared with Parents/Carers (many start to seek employment in this term).
- CME and FDFF referrals continue when there are concerns
- Students supported to attend interviews for Post 16 destination.
- Attendance information shared with Post 16 destination.

Summer Term

- Weekly monitoring of attendance for whole cohort and individuals continues.
- Any marked changes in engagement noted and shared with staff team.
- Attendance interventions continued by Attendance and Engagement Officer.
- Revision sessions and targeted timetables planned for Summer exam period. Some on site, some offsite.
- Arrangements made for those who need offsite exams.
- Continued multi agency working for those that are LAC/PIC/CIN/CP.
- Attendance rewards for Summer exams.

Appendix 3: Attendance Interventions Policy 2022/23
Pupil Referral Unit

Students are admitted to the PRU throughout the year either through the Primary or Secondary Behaviour and Attendance Partnerships, as a result of a request from the local authority following a permanent exclusion or following a consultation from the SEN department for a special school place (primary PRU only).

Unless they are a special school requested placement all students come on an initial 12-week programme with a view to returning to their original school or as part of a planned move to a new school.

Increasingly students have been on managed moves or trial transfers to new schools and alternative provision (typically Russell Martin Foundation or Inclusion Support in Brighton and Hove) and many students have experienced targeted timetables, multiple schools or alternative settings prior to referral to the PRU.

This result of this is that they are often demotivated and unused to full time provision. They are often disengaged from school and wary of returning to the rigours and expectations of mainstream or moving to a suitable long-term special school setting.

This has led to an added complexity around attendance for some students referred to The Central Hub.

The following outlines PRU practice around attendance support:

Prior to Admission

- Previous and current attendance information and certificates are requested as part of the pupil passport.
- Any attendance concerns are discussed with the school at a joint agency meeting before interview once the referral has been accepted.
- Attendance policy and expectations shared with parent and pupil at admission meeting, code of conduct, home to school agreement etc
- Transport arrangements are discussed with parent at the interview and, where appropriate, support for transport applications (taxi at KS2, bus passes at KS3/4) is offered.
- Barriers to learning and attendance are identified as part of the induction process and shared with the school team.
- Students with existing attendance issues highlighted and previous attendance is recorded on the vulnerability index for monitoring.
- New students discussed with staff at briefing and staff meetings with any concerns noted at induction shared.
- New student information entered into SIMS together with the Pupil Vulnerability Index.
- Identify those who are LAC/PIC from the Pupil Passport. The Child in Care Coordinator (CIC) and Designated Teacher (DT) will then liaise with Virtual School and Carer.
- Identify those on CIN/CP plans – The Safeguarding Lead and DSL contact the Social Worker's involved and liaise regarding safer families plans, meetings and other agency involvement. Team to ensure attendance at any meetings that have been organised prior to referral

On Admission to Classes

- Phone calls made together with a change of sessions sheet sent out to all new parents/carers about the time and date of their first sessions.
- Where there are attendance concerns, students are offered support for attending their first day. All students in KS2 are escorted to and from their taxis every day. Students in KS3/4 can be met at bus stop. (anything that would assist them crossing the threshold).
- Daily contact made with parents through phone calls (sight and sound) to understand where every student is each day if they do not attend by close of register. This continues throughout the year.
- Weekly monitoring of whole school and individual attendance commences. Weekly attendance of programmes offered is monitored through the pupil vulnerability index.
- Keyworkers asked to support students with poor attendance and those refusing to attend with phone calls home and Keyworkers asked to discuss attendance during key working sessions. Attendance features on behaviour for learning daily monitoring sheets across all key stages.,
- Any marked changes in engagement noted and initially keyworker to make contact, followed by Head of Key Stage and Safeguarding team.
- Attendance support meetings with parents and young person to look at issues, use of the attend form and identify potential engagement areas on which to build.
- Subsequent change of sessions sheets updated and sent out to support attendance
- Start regular attendance interventions for those who are still not engaging.
- Further attendance support meetings offered at home or in school. Barriers to learning discussed. Attendance targets set.
- Referral to CME (children missing education at LA) if attendance is very poor, however, students are not removed from roll.
- Referral to FDFF if there are additional safeguarding concerns - such as lack of engagement by parent and student we are not seeing them. Home visits made both planned and unannounced.
- Half termly attendance monitoring through the Pupil Vulnerability Index and reports.
- Further review and timetable changes to meet individual needs throughout term in attempts to overcome any barriers to learning.
- Offsite 1-to-1 sessions and online learning offered to those who continue to refuse to attend (when possible – staff timetable allowing).
- Work delivered home and collected by staff if students are not attending school. This work to be marked and feedback given to student and parent/carer.
- Potential for online keep in touch sessions explored
- Ongoing support from referring school and, where appropriate the Access to Education team at the LA.
- Students weekly attendance is recorded and shared in assembly or weekly meetings. Student rewards are partly linked to attendance and good attendance is praised and recognised with student and home.

Programme Review and End of Programme Report

- Programmes reviewed at week 7 of a 12-week programme or on a termly basis for longer term placement.
- Termly reports and End of Programme Exit reports reflect attendance progress against targets and incoming information.