



**Life Skills
Enterprises**

Attendance Policy

Date – November 2024

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1.Aims

Our school aims to meet its obligations with regards to school attendance by:

Promoting good attendance and reducing absence, including persistent absence
Ensuring every student has access to full-time education to which they are entitled
Acting early to address patterns of absence

We will also support Parent/carer/carers to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

Good attendance is important in promoting good mental wellbeing. Missing lessons, falling behind and not being included in activities to promote healthy minds and bodies, all contribute towards a student's anxieties. For the purpose of this policy, 'regular' attendance is defined as students attending daily during term time.

2.Statement of Intent

We want your child to thrive in our school every day. We build strong and enduring relationships because we believe this is the foundation pupils need to fully engage in our community, to feel a sense of belonging and succeed.

Every child has a right to access education, and everyone is responsible for supporting and promoting excellent school attendance and punctuality. Life Skills Enterprise is committed to providing the highest quality of education to our pupils and we recognise the clear link between attendance and the attainment of our pupils.

The aim of this Attendance Policy is to enable Life Skills Enterprise to provide consistent practice that actively encourages and supports the highest possible levels of attendance for all our pupils. Life Skills Enterprise takes a whole-school approach to maintaining regular attendance and to achieve this, all members of our school community have an important contribution to make. It is vital that we work in partnership to ensure that any in-school or out-of-school barriers are removed at the earliest opportunity, this is achieved through early and meaningful support.

We support parent/carers to perform their legal duty to ensure their children of compulsory school age attend school regularly and in addition, promote and support punctuality when attending lessons.

We are committed to taking positive action in line with the Equality Act (2010) regarding the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership. We make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage. Our relentless approach to ensuring our pupils attend school and receive the education that they deserve, and are entitled to, is central to our school values.

This policy is supported by policies relating to child protection and safeguarding, anti-bullying, behaviour, equality, special educational needs and teaching and learning.

It is our duty to strive for a goal of 100% attendance for all pupils so that they can take full advantage of the opportunities offered. It is vital that your child is at school, on time, every day the school is open, unless the reason for absence is unavoidable. Therefore, this policy has been created to help support the school in effectively managing absences so that our pupils (your children) can make the most of the educational and life opportunities available to them.

In summary, Life Skills Enterprise aims to meet its obligations relating to school attendance by:

Promoting good attendance and reducing absence, including persistent absence by effectively removing the barriers to attendance

Ensuring every pupil has access to full-time education to which they are entitled

Acting early to address patterns of absence

Minimising the disruption caused by late arrivals or non-attendance to the quality of the education and provisions for all pupils.

3. Scope of Policy

This policy applies to all school leaders, staff, parent/carers, and pupils.

For the purposes of this policy, references to 'teachers' include all paid staff responsible for the supervision of pupils.

For the purposes of this policy, references to 'pupils' include all learners in our school.

For the purpose of this policy, references to 'school' refers to all education settings, regardless of type.

For the purposes of this policy and the procedures, we refer to Section 576 of the Education Act which defines the 'parent/carer' of a pupil or young person as:

Both of their natural parent/carers, whether they are married or not.

Any person who, although they are not the natural parent/carer, has parent/carer responsibility for the pupil or young person, as defined in the Children Act (1989).

Any person who, although not the natural parent/carer, has the care of the pupil or young person i.e. a person with whom the pupil lives, irrespective of their relationship to the pupil.

4. Legal Framework

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:

[The Education Act 1996](#)

[The Education Act 2002](#)

[The Education and Inspections Act 2006](#)

[The Education \(Student Registration\) \(England\) Regulations 2006](#)

[The Education \(Student Registration\) \(England\) \(Amendment\) Regulations 2010](#)

[The Education \(Student Registration\) \(England\) \(Amendment\) Regulations 2011](#)

[The Education \(Student Registration\) \(England\) \(Amendment\) Regulations 2013](#)

[The Education \(Student Registration\) \(England\) \(Amendment\) Regulations 2016](#)

[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

5. Responsibilities

All children aged 5 - 16 years must receive suitable education. (Section 7, *Education Act (1996)*). A pupil of compulsory school age who is registered at a school must, by law, attend regularly.

By law, parent/carers have the prime responsibility for ensuring that pupils of compulsory school age attend regularly. (Section 576, *Education Act (1996)*).

The Local Authority (LA) must offer educational provision for all children of school age.

By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register from the beginning of the first day on which the school has agreed or has been notified that the pupil will attend the school.

Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.

By law, all schools must keep an admissions' register, the contents of which includes all pupils, their personal details, (including at least two telephone numbers for different safe adults, to ensure that we can always contact someone in the event of an emergency), the date of admission (or re-admission), information regarding parent/carers and details of the school last attended.

Pupils will be removed from roll only when they complete their education stage, transfer to another school, move out of the area or emigrate or following a parent/carer request for elective home education. We follow statutory guidance for removing pupils from roll and notifying the local authority. Further information can be found in Appendix 4.

There is a clear link between attainment and attendance. Under **section 444 (1)** of the **Education Act 1996** (EA 1996), a parent/carer commits an offence if they fail to ensure their child's regular attendance at a school where the child is registered. We therefore enforce the use of statutory action to encourage and promote attendance, this is done to ensure that all pupils can benefit from their legal right to receive an education.

School will communicate attendance concerns to the pupil's social worker, if they have one or The Virtual School Head, if the pupil is a looked after child. This will be done as soon as there is an attendance concern and immediately upon becoming a persistent absentee. Unexplained absences will also be communicated to the social worker and Virtual School Head, where relevant. We have a role and responsibilities framework outlined in Appendix 1 to complement this policy. This defines agreed roles and responsibilities for parent/carers, pupils, and staff.

6. Definitions

Absences may be authorised or unauthorised. See Appendix 2

A pupil is classed as absent if they arrive after the register has closed or if they do not attend for any reason.

An authorised absence is when approval has been given in advance for a pupil of compulsory school age to be absent for a specific (legal) purpose, or we have accepted an explanation offered afterwards as justification for absence from a parent/carer or carer. This may include:

An absence for illness for which we have granted leave

Medical or dental appointments may be granted leave where every attempt has been made to arrange outside of school hours, has been unsuccessful and so cannot be avoided, or where the appointment is a genuine emergency

Religious or cultural observances for which we have granted leave. The day must be exclusively set apart for religious observance by the religious body to which the parent/carers or pupil belong. Where necessary, we will seek advice from the parent/carers' religious body about whether it has set the day apart for religious observance

An absence due to a change to exceptional circumstances

An unauthorised absence is defined as one where we are not satisfied with the reasons given for the absence. Reasons may include:

Parent/carers keeping children from attending unnecessarily or without reason

Missing sessions before or during the school day

Absences which have never been properly explained

Arrival after the register has closed

Day trips and holidays in term time that have not been agreed

Leaving our school without authorisation during the day

Persistent Absence is defined as:

10% or more of sessions missed (based on each pupil's possible sessions).

Severe Absence is defined as: 70% or more of sessions missed (based on each pupil's possible sessions).

Persistent lateness is defined as pupils who have five or more late marks recorded in a single half-term.

7. Monitoring and Reviewing Attendance

We recognise that early intervention can prevent poor attendance. We monitor attendance and punctuality throughout the year. We recognise that certain groups of pupils may be more at risk of poor attendance and will provide support and assistance wherever possible. We set challenging attendance targets for the whole school.

Pupil-level absence data is collected regularly and published at national and local authority level through the DfE's school absence national statistics releases. We compare our attendance data to the national average. Specific measures are taken to monitor attendance. These processes are embedded and regularly checked to ensure the effective safeguarding of all pupils through specific tailored interventions. Data on attendance is collected and analysed a minimum of once a term. Key analysis is made of:

- Patterns of absence
- Patterns of lateness
- Patterns of medical appointments
- Correct and consistent use of absence codes
- Trends in reasons for absence, for example, use of the C code, leave of absence and exclusions
- Trends in particular groups of children for example, pupils with Special Educational Needs and Disability (SEND).

Attendance data informs action planning and supports the identification of key priorities in our school development plan and future revisions of this policy. The attendance data will be reported to the Headteacher and all other relevant staff, to facilitate discussions with pupils and families. Data will also be used by the school to monitor the impact of any interventions put in place to modify them and inform future strategies.

8. Reviewing this Policy

This policy will be reviewed every year or in the following circumstances:

- Changes in legislation and/or government guidance
- As a result of any other significant change or event
- If the policy is determined not to be effective

9. Key Personnel

Attendance Officer		Paul Barrett
Contact Details	Email	paul@lifeskillsenterprise.co.uk

10. Maintaining an Attendance Register

The attendance register will be taken at the start of the first session of each school day and once during the pm session. It will mark whether each 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 making the amendment

The school is open from: 8.50am. The school day starts at 9am. All pupils should be in their classroom at this time.

The first (morning) registration session starts at 9.00am. Pupils will receive a late mark if they are not in their designated classroom by 9.15am. The register closes at 9.20am. Pupils will receive a mark of absence if they do not attend before this time. Attendance after the register closes will receive a mark to show that the pupil is on site, (U) but will count as an absent mark.

Pupils arriving late should report to the main school office and sign in via the electronic screen.

The second (afternoon) registration session starts at 12:15pm and closes at 12.30pm.

If a pupil needs to leave school during the day, they must sign out at the main reception with a parent/carers once authorisation has been given.

Pupils educated off-site are monitored daily for their attendance at the off-site/alternative provision. Staff work closely with the staff at the off-site provision, the pupil, and their parent/carers to support the pupil to maintain good attendance.

11. Recording Attendance

The national absence and attendance codes enable schools to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collecting statistics through the Census. The data helps schools, local authorities, and the Government to gain a greater understanding of the level of, and the reasons for absence. See Appendix 2 for the DfE attendance codes.

There should be no pre-population of codes and individual school tracking systems which monitor the whereabouts of pupils educated off-site, must be robust and quality assured regularly.

Where pupils are dual registered, are on voluntary service or are taking part in other approved educational activities, the register will be updated following regular discussion and information sharing with the other establishment.

Attendance admin will check the missing register report throughout the day and report any registers that have not been completed.

12. Reporting Absence

It is the responsibility of the parent/carers to inform us of a pupil absence and to inform us of any changes to contact details.

Parent/carers are expected to inform us of their pupil's absence before 9.00 a.m. on each day of absence providing the reason for absence and when their pupil will be returning to school. We will contact parent/carers and/or other listed emergency contacts where no contact has been made. Where required, we may conduct reasonable enquiries with friends or neighbours and will carry out wellbeing home visits as necessary. If no contact is made, we may request a well-being check from the police.

13. Reasons for Absence

Appointments

- As far as possible, medical and dental appointments should be made outside of the school day. Where this is not possible, a note and appointment card should be sent to us prior to the appointment. Pupils must attend before and after the appointment wherever possible. If the appointment requires the pupil to leave during the day, they must be signed out by an adult listed on the pupil's record. Should a pupil arrive late following an appointment, they should report to the school office to be signed in by the Office Manager.

Absences for medical appointments will be recorded with an M code.

Religious Observance

- Parent/carers must inform us, in advance, if absences are required for days of religious observance. We will authorise absences where a reasonable request is made. The day must be exclusively set apart for religious observance by the religious body to which the parent/carers belong. Where necessary, we will seek advice from the parent/carers' religious body about whether it has set the day apart for religious observance.
- Absences for religious observance will be recorded with the R code

Illness

- To make informed decisions about their pupil's health for attending parent/carers are encouraged to refer to the NHS guidance 'Is My Child Too Ill for School?' Any authorisation of absence through illness is at the discretion of the Headteacher or member of staff delegated to carry out this task.
- In the case of an illness which lasts for five days or more (or four days in the event of an INSET day or Bank Holiday), parent/carers may be asked to provide additional medical evidence before authorising the absence, however this will only be requested if there is any genuine and reasonable doubt about the authenticity of the illness. In this instance, if medical evidence is not provided, the absence may be recorded as unauthorised.
- Where attendance is of a serious concern, we may require medical evidence to authorise any further periods of absence through illness. This will be determined on an individual basis. Parent/carers will be notified of this by letter. Telephone calls and handwritten notes from a parent/carers will not be accepted as medical evidence when attendance is a serious concern. For the purpose of this policy, 'serious concern' may be defined as: repeated unexplained/unauthorised absences or 3 x separate illnesses within a half term where no medical condition or underlying health issues have been identified.

Acceptable forms of medical evidence include:

- Medical card with one appointment entered with the pupil's name and surgery stamp included, signed by the receptionist
- Letter from a professional such as a hospital consultant

- Evidence of consultation with NHS 111
- Medication prescribed by a GP
- Copy of prescription
- Print screen of medical notes / call log
- Letters detailing hospital appointments Doctor or GP 'sick notes' are not required, and we do not expect parent/carers to request these from their GPs.
- In some cases, a pupil may be absent for long term due to an illness or injury. We will liaise with families to ensure children return to school quickly and that there are no safeguarding concerns. On occasions where this is not possible, and the section 19 threshold is met, we will make a referral to the Local Authority Medical Panel which provides educational opportunities for pupils who are unable to attend their regular school.

14. Traveller Pupils Travelling for Occupational Purposes

Traveller pupils travelling for occupational purposes covers Roma, English and Welsh Travellers, Irish and Scottish Travellers, Circus workers, Bargees (occupational boat dwellers), Showman 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 us, but it is not known whether the pupil is attending educational provision.

The aim for the attendance of Traveller students, in common with all other students, is to attend school as regularly and as frequently as possible.

To protect Traveller parent/carers from unreasonable prosecution for non-attendance, the Education Act (1944), Section 86, states that a Traveller parent/carer/carer is safe from prosecution if their child accrues 200 attendances (i.e., 200 half days) in a year. It is important to note that this is only relevant when the family are engaged in a trade or business that requires them to travel and when the child is regularly attending school when that trade/business permits following a request from parent/carers (and the minimum 200 session criteria is met).

It does not mean that part-time education for Traveller pupils is legally acceptable, nor does it relieve parent/carers/carers of their duties to ensure that their child is receiving a suitable education when not at school.

It is the parent/carer's responsibility to:

- Ensure that your child's ethnicity has been registered with the school. You can ask the school to correct this or update it.
- Ensure you tell your child's school ahead of time. 2 weeks' notice is useful.
- Your children should attend as much school as possible.
- It is the parent/carer's responsibility to ensure their child is accessing at least 100 days (200 sessions) of school in any 12-month period.
- To have regular contact with their child's school whilst travelling. Once a week is suggested.
- To support their child to complete the work set by schools whilst travelling.
- If staying in a new area for a week or more, the parent/carer/guardian can register their child for a temporary place at any school – called 'dual registration.'

It is the school's responsibility to:

- Allow Traveller pupils to travel with their parent/carers for work purposes.
- Create work packs for their pupils to complete when away.
- Arrange times for at least a weekly 'check in' with the family. This can be through a call or email.
- Contact the Local Authority if they have concerns.
- Mark pupil's work and provide valuable feedback.

- Ensure missed opportunities such as parent/carers evening, vaccinations and careers advice are supported on the pupil's return.

15. Pupils with medical conditions or special educational needs and disabilities

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil.

School will:

- Work with parent/carers to improve attendance, be mindful of the barriers pupils face, make reasonable adjustments, and put additional support in place where necessary to help them access their full-time education. It is also expected that parent/carers will engage with the support offered both internally and with external partners to ensure our children have all the support they need to thrive.
- Encourage positive conversations so that a good support plan can be put in place including making reasonable adjustments.
- Consider possible explanations for absence including Emotionally Based School Avoidance (EBSA). **See page 24 for further information.**
- Work with parent/carers to consider whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Ensure relevant referrals are made for pupils who are too ill to attend school, which may include medical panel (under section 19) and or medical agency support such as CAMHS.
- Establish strategies for removing the in-school barriers. This may include considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensure joined up pastoral care is in place and consider whether a time-limited, closely monitored and reviewed, phased return to school would be appropriate, for example for those affected by anxiety about school attendance.

16. Requesting Leave in Term Time

Absence for purposes of leave during term time can only be authorised by the Headteacher, within the boundaries set by the Education (Pupil Registrations) (England) Regulations (2006). "Head Teachers may not authorise leave during term time except where the circumstances are exceptional." Under the Regulations, retrospective authorisation for leave in exceptional circumstances is not permitted.

The fundamental principles for defining 'exceptional circumstances' are that they are: 'rare; significant; unavoidable and short.' Holidays during term time will not usually be considered as exceptional circumstances. The following guiding principles apply:

- Term-times are for education. This is the priority. Children and families have 175 days off a year including weekends and school holidays. We will rightly prioritise attendance.
- The decision to authorise a pupil's absence is wholly at the Headteacher discretion based on their assessment and merits of each individual request.
- If an event can be reasonably scheduled outside of term-time, then it would be normal to authorise absence for such an event – holidays are therefore not considered 'exceptional circumstances. It is acceptable for the Headteacher to take a pupil's record of attendance into account when making absence-related decisions.

- We will take the needs of the families of service personnel into account if this prevents them from being able to take family holidays during scheduled holiday time.
- We have a duty to make reasonable adjustments for pupils with special needs and/or disabilities.

Family emergencies need careful consideration before decisions about attendance are made. It is not always appropriate or in the best interests of the pupil to miss education for emergencies which are being dealt with by adult family members. Being at school with support from staff and peers can provide children with stability. The school routine can offer a safe and familiar background during times of uncertainty. Relevant members of staff will work with parent/carers to decide what is in the best interest of the pupil.

17. Persistent and Severe Absence

Pupils with 90% or less, or 5 days absent in a row then attendance is classified as Persistent Absence (PA). PA that is unauthorized will have a welfare check completed by the school unless there are well known extenuating circumstances.

Pupils with 70% or less attendance is classified as Severe Absence (SA). SA includes both authorised and unauthorised absences

Pupils who are PA will be discussed as a potential concern at weekly attendance review meetings. Where pupils have an identified special educational need, the school's attendance officer will also provide support, so that the impact of needs are clearly understood and appropriate, supportive actions are taken. The school's strategy for tackling persistent absence can be found in Appendix 5.

18. Following Up Absence and Taking Statutory Action

We will follow up any absences to ascertain the reason. Any pupils who fail to attend regularly or who are absent for more than one week will be referred to the DSL.

Unexplained absences will be followed up on the morning of the first day of unexplained absence and the school will identify whether the absence is approved or not. The school will identify the correct code to use and will input it as soon as the reason for absence is ascertained. This will take no longer than 5 working days after the session.

In the case where the reason for absence cannot be ascertained by the school and no reason has been issued for the pupil's absence, the school will initiate safeguarding procedures and the DSL will decide on the best course of action to ensure the safety of the pupil, following procedures for children missing in education as outlined in the document from the Department of Education.

It may occasionally be necessary to inform parent/carers that no further absences will be authorised for a particular pupil unless medical evidence is provided. This decision can only be made by the Headteacher in consultation with the admin and where relevant, the attendance officer.

It is a parent/carer's legal responsibility to ensure their children receive appropriate education. Failing to send children to school regularly without good reason is a criminal offence. Schools can fine parent/carers for the unauthorised absence of their pupil, where the pupil is of compulsory school age. The decision on whether or not to issue a penalty notice ultimately rests with the Headteacher, in line with the local authority's code of conduct for issuing penalty notices. This may consider:

- A number of unauthorised absences occurring within a rolling academic year
- Singular incidences of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is seen in a public place during school hours without a justifiable reason

Issuing Penalty Notices: each parent/carer receives a penalty notice for each pupil who has unauthorised absence. If issued with a penalty notice, parent/carers must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority. If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent/carer or withdraw the notice.

Taking Parent/carers to Court for unauthorised absence: The Education Act (1996) Section 444 (1) states that courts can fine each parent/carer up to £1000 per pupil, order payment of prosecution costs and/or impose a Parent/carers Order.

Taking Parent/carers to Court for Persistent Unauthorised Absence: The Education Act (1996) – Section 444 (1A) states that courts can fine each parent/carer up to £2500 per pupil, order payment of the prosecution costs, impose a Parent/carers Order and/or sentence parent/carers to a period of imprisonment of up to three months.

19. Children Missing from Education (CME)

We have due regard to our statutory duty to safeguard pupils who are CME. We follow the Local Authority's processes for reporting pupils missing from education. [The DfE guide can be found here.](#)

If a pupil fails to return following a period of absence, investigations will be made by staff into their whereabouts. If our investigations fail to contact the parent/carers/pupil the case will be referred to the Local Authority Children Missing Education (CME) Team within 20 days.

20. Attendance Causing Concern

Specific measures to monitor attendance are embedded and regularly checked to ensure the safeguarding of all pupils through specific and tailored interventions.

The Life Skills Enterprise records and collects attendance data using our Data Management System, AIMS. We recognise that there are particular groups who nationally, and within our local setting, are more vulnerable and susceptible to lower attendance patterns such as children who are defined as Pupil Premium. We work with families to overcome any specific barriers that children may be facing regardless of these needs to ensure that pupils access all their education.

Staff make use of newsletters to report to parent/carers on trends and patterns in attendance.

Where attendance is deemed to be a concern, we talk to pupils and parent/carers. From this, there may be one of three Early Help outcomes:

- Initiate simple reasonable adjustments
- Develop a school focused plan with the pupil and their parent/carer as appropriate
- Initiate a multi-agency Early Help Assessment (EHA)

If the conversation with the pupil indicates a serious safeguarding concern, we will follow our safeguarding procedures as set out in our Safeguarding Policy.

21. Supporting the Attendance of Every Pupil

We use a variety of strategies to encourage attendance:

- Building strong and enduring relationships with our pupils so they feel a sense of belonging in our school community
- Verbal encouragement and praise
- Create personalised and achievable targets for pupils, based on their medical needs and/or additional needs that is realistic and appropriate for each individual
- Create safe spaces for pupils to thrive
- Make decisions on targets in consultation with families, while understanding that a medical condition can worsen suddenly and taking this into account.
- Create opportunities for dialogue with families about attendance, ensuring that we work in partnership with parent/carers

- Use different methods to encourage attendance; for instance, explaining the links between attendance and outcomes
- Raise the profile of attendance with families, particularly when pupils start at the setting
- Teach and model a love of learning, helping families to see the value of the education that is offered to them
- Look at the effect on attendance of decisions made at school level, for instance ending terms on a Monday or Tuesday
- Be aware of the complexity of different contexts and the pressures that families might experience, which may in turn contribute to poor attendance; for instance, in areas where many parent/carers perform seasonal work and are unable to take holidays over the summer break.

We recognise that not all children, particularly those who are most vulnerable, are able to achieve 100% attendance through no fault of their own. We celebrate improvements in attendance and contextualised good attendance for individual pupils.

Each pupil is supported and encouraged to achieve their individual highest possible attendance. Pupils will be provided with SMART (Specific, Measurable, Achievable, Realistic, Time bound) individual targets for their attendance which should be reviewed regularly and include parent/careral consultation where appropriate. Attendance effort awards will be awarded on a termly basis for pupils who have made a clear effort to improve or maintain their attendance and/or punctuality.

Our Behaviour Policy (including rewards and exclusions) sets out the details of how we reward pupils for attendance and punctuality.

22. Ethnic Minority Pupils

Pupil registration regulations state that absence should only be granted due to the exceptional circumstances relating to that application. It is important to note that Headteachers can determine the length of the authorised absence, as well as whether absence is authorised at all.

The following might be considered as exceptional circumstance for ethnic minority pupils:

- Religious festivals: the school should authorise any absence where the parent/carer/carer's religious organisation sets the day as a religious festival.
- For example: There are two key festivals in Islam, Eid-ul-Fitr (celebration that takes place at the end of Ramadan, the period of fasting) and Eid-ul-Adha (festival of sacrifice). The dates of these key events are set according to the Islamic calendar. Muslim families usually need to take one or two days to celebrate these important festivals. Absences may be recorded as R.
- Religious rites e.g., Bar Mitzvah, Holy Communion. The Headteacher will consider each request for leave of absence individually to determine the number of days approved.
- Close family wedding if dates cannot be during school holidays.
- Illness or death of an immediate family member; the head teacher should consider time needed for the length of journey when child needs to travel abroad.
- Child, parent/carer/carer requires medical treatment overseas or elsewhere in the UK due to language barrier or requiring specialist treatment elsewhere.
- Length of journey from abroad; the Headteacher will consider length of journey or limited regional flights.
- Cultural celebrations such as Chinese New Year or Diwali. Cultural celebrations give children a feeling of belonging and make them feel part of their culture. This sense of identity is like a natural buoy for a child's emotional health.
- Children attending their annual exam in their home country. There are exams which are compulsory in some EU countries. They are normally during holidays but can occasionally be requested during term time.

- Child, parent/carer/ carer's visa has been revoked and they need to return to their birth country whilst pursuing the renewal of a visa.

23. Creating a Positive Attendance Culture

The foundation for good attendance is a strong partnership between the school, parent/carers, and the child, therefore Life Skills Enterprise expects everyone to uphold their responsibilities for promoting attendance at School.

To do this everyone must understand their role in promoting a positive culture of attendance and be clear about what is required of them individually as well as how they need to work together in partnership with others.

Our school aims to meet its obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence

For a positive attendance culture to be fully embedded across our school, it needs to be a holistic approach and not seen in isolation.

24. Appendix 1- Framework of Responsibilities

The foundation for good attendance is a strong partnership between the school, parent/carers, and the child, therefore the Life Skills Enterprise expects everyone to uphold their responsibilities for promoting attendance at school.

To do this everyone must understand their role in promoting a positive culture of attendance and be clear about what is required of them individually as well as how they need to work together in partnership with others.

Parent/carers

- Ensure pupils attend regularly and punctually.
- Promote the value of good education and the importance of regular school attendance at home
- Do everything you can to prevent unnecessary school absences, such as by making medical and dental appointments outside of school hours.
- Work with the school and your child to address any in-school barriers to attendance and support their learning by taking an interest in what they have been doing at school.
- Enforce a regular routine at home in terms of bedtime, etc. so that your child is used to consistency and the school day becomes part of that routine. It is vital that your child receives the same message at home as they do at school about the importance of attendance.
- Provide the school with more than one emergency contact for your child.
- Provide proof of medical appointments that can only be attended during the school day.
- Make early contact with us when you become aware of problems with your child attending school.
- Attend meetings if concerns are identified.
- Participate in Early Help Meetings if required.
- Support attendance contracts where appropriate.
- Support us in actioning agreed interventions/action plans.

Please notify the school if your child is going to be absent from school.

Pupils

- Attend school every day and every timetabled lesson punctually
- Acknowledge positive behaviours needed both inside and outside of our school
- Adhere to our systems for late registration
- Adhere to attendance contracts if they are in place
- Aim for the highest possible attendance
- Discuss concerns about your attendance or punctuality with a trusted adult in our school, especially if you are experiencing difficulties at school or at home which may impact on your attendance and/or learning
- Attend all lessons ready to learn with the appropriate learning tools requested and on time for your class. Lesson times will be made clear through your school timetable

Support Staff

- Understand that promoting pupil attendance is the responsibility of all staff. Be curious, aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Assist in ensuring attendance has a high profile within the school
- Build on a culture of challenge when addressing persistent illness absences with parent/carers
- Challenge parent/carers when no reason has been provided for an absence
- Escalate concerns where required as per the Safeguarding and Child Protection Policy
- Participate in training in relation to attendance

Teachers

- Understand that promoting pupil attendance is the responsibility of all staff. Be curious, aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Ensure attendance has a high profile within the class
- Consider whether a pupils known, or not yet identified, SEN could be impacting on attendance and whether provision and/or further reasonable adjustments should be made
- Take registers at the beginning of every lesson including when the lesson is also the legal registration session
- Build a culture of challenge when addressing absences with parent/carers. Treat all pupils and parent/carers with dignity and model respectful relationships to build a positive relationship between home and school
- Challenge parent/carers when they do not provide a reason for absence
- Communicate with parent/carers positively. Teachers should discuss the link between attendance and attainment and wider wellbeing. Teachers should challenge parent/carers' views where they have misconceptions about what 'good' attendance looks like (this is outlined in more detail in figure 1 below).
- Escalate concerns as per the Safeguarding and Child Protection Policy.
- Analyse and report attendance figures for each pupil to parent/carers regularly.
- Discuss attendance with parent/carers at every opportunity (celebrate good attendance as well as concerning attendance).
- Participate in training relating to attendance as appropriate

Where a pupil or family need support with attendance, the best placed person in the school will support the family, this may or may not be the child's class teacher. This person should remain consistent, and the school will draw on positive relationships to listen to and understand the barriers to attendance the pupil or family is experiencing.

Admin and Leadership Team

- Take calls from parent/carers about absence on a day-to-day basis and record it on the school system
- Offer support and guidance on attendance where needed
- Monitor and analyse attendance data and ensure these are sent regularly to class teachers
- Benchmark attendance data to identify areas of focus for improvement
- Provide regular attendance reports to school staff and report concerns about attendance to the Designated Senior Leader and Governor responsible for attendance
- Monitor pupils with attendance below 95% with regular communication with both the pupil and their parent/carers, holding attendance meetings where required and agreeing individual action plans
- Attend wellbeing home visits where required
- Escalate concerns where required as per the Safeguarding and Pupil Protection Policy
- Take a lead in promoting pupil attendance, ensuring it is the responsibility of all staff. Be aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Develop a clear strategy and vision for improving attendance
- Work with the Assistant Head, where relevant, to ensure any SEND needs are fully understood, including how these may impact on attendance, and to ensure that the provision in place meets needs and supports good attendance
- Monitor daily attendance for vulnerable pupils and track weekly attendance patterns and trends for all pupils, delivering intervention and support in a targeted way to pupils and families. This needs to include patterns of attendance for individual pupils, cohorts, and groups but particularly for pupils with attendance below 90%
- Support all staff to monitor attendance patterns and tackle attendance concerns effectively by providing regular attendance reports to class teachers or tutors / subject leaders so they are able to

facilitate discussions with pupils (this also includes any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends including analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.
- Work with the leadership team to benchmark the school's attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented ensuring there is regular and positive communication with parent/carers
- Ensure attendance is a standing agenda item for every team meeting and use practice examples to explore safeguarding themes and review relevant policy, procedures, and code of conduct on a regular basis
- Set annual school attendance targets with the Headteacher
- Work on proactively on building strong relationships with families
- Work with the LA, agencies, and safeguarding partners to overcome barriers to attendance
- Advise the Headteacher when to issue fixed penalty notices
- Attend wellbeing home visits where required
- Escalate concerns when deemed appropriate as per the Safeguarding and Child Protection Policy
- Lead attendance training for staff and governors
- Communicate attendance concerns to the pupil's social worker, if they have one or The Virtual School Head, if the pupil is a looked after child. This will be done as soon as there is an attendance concern and immediately upon becoming a persistent absentee. Unexplained absences will also be communicated to the social worker and Virtual School Head, if the pupil has one.

Senior Leadership Team

- Take a lead in promoting pupil attendance, ensuring it is the responsibility of all staff. Be curious, aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Ensure attendance has a high profile across the school.
- Work proactively on building strong relationships with families.
- Build on a culture of challenge when addressing persistent illness absences with parent/carers.
- Attend wellbeing home visits where required.
- Escalate concerns where required as per the Safeguarding and Child Protection Policy.
- Liaise with Deputy Head and Assistant Head as appropriate to discuss attendance concerns for individual pupils.
- Participate in appropriate training in relation to attendance.
- Ensure there are designated staff with day-to-day responsibility for attendance matters and ensure that adequate, protected time is allocated to discharge these responsibilities.
- Take overall responsibility for ensuring our school conforms to all statutory requirements in respect of attendance e.g., deletion from school roll is adhered to, for example.

Headteacher

- Take a lead in promoting pupil attendance, ensuring it is the responsibility of all staff. Be aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Ensure the attendance policy is implemented consistently across the school
- Ensure attendance is a target in performance appraisals
- Ensure attendance has a high profile across the school in all communication Support other staff in monitoring the attendance of individual pupils
- Agree with the SLT when to issue fixed penalty notices
- Decide whether to grant leave during term time for exceptional circumstances

- Ensure attendance training is including provided to staff annually

Governing Board

- Recognise the importance of school attendance and promote it across the school's ethos and policies
- Review the implementation of the School Attendance Policy
- Ensure the school fulfil their statutory duties
- Ensure the importance of school attendance is promoted across policies and procedures
- Discuss the targets for attendance with the Headteacher and review progress towards these at Board meetings.
- Regularly monitor attendance figures through data analysis at Board meetings. Ask questions about attendance trends and be curious about what is being done to challenge and prevent persistent poor absence

Figure 1:

There are 190 school days each year, this means that there are 175 non-school days a year.

*Persistent Absence is defined as: 10% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

** Severe Absence is defined as: 70% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

25. Appendix 2 - Attendance Codes

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

Attendance codes	
Register Code	Description
/	Present AM
\	Present PM
L	Late (before registers closed) marked as present
K	Attending education provision arranged by the local authority
C	Authorised absence as pupil is absent due to other authorised circumstances
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.

C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Authorised absence as pupil is excluded, with no alternative provision made
I	Illness (NOT appointments)
M	Authorised absence due to medical/dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence due to traveller absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
B	Approved education activity as pupil being educated off site (NOT dual registration)
P	Approved educational activity as pupil is attending an approved sporting activity
V	Approved education activity as pupil is away on an educational visit or trip
W	Approved educational activity as pupil is attending work experience
K	Attending education provision arranged by the local authority
G	Unauthorised absence as pupil is on a family holiday, NOT agreed, or is taking days in excess of an agreed family holiday
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description
U	Unauthorised absence as pupil arrived after registers closed
D	Dual registered (at another establishment - NOT counted in possible attendance
X	Not required to be in school - for non-compulsory school age children
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances
Z	Pupil not yet on roll - not counted in possible attendances
#	Planned whole or partial school closure - NOT counted in possible attendances

Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause

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26. Appendix 3 - Checklist for students on roll but not currently attending school.

Safeguarding & Attendance Protocol

Name of Student

DOB

Class

Date when student was last in school.

Lead Personnel (Member of SLT).

Contact to be made with home (parent/carers/social worker/care home/virtual school) at least every week. Work to be provided every week and where necessary tuition to be organised in partnership with the virtual school. All communication to be include below and on comms log.

Date	Log of communication and Log of work which has been sent home. Information to include wellbeing check, weekly work set, and weekly progress made to source new provision.	Initial of Wellbeing and Behaviour Team	Initial of SLT who quality assuring this process is every week.

27. Appendix 4 - Removing a child from the school roll

(it is vital that you are always professionally curious when following these processes)

Best practice processes

Elective Home Education (EHE):

The Statutory Notification and the EHE form, together with the Safeguarding form must be submitted on the day of receiving the de-registration letter from the parent/carer with a copy of the letter. The pupil should be taken off roll from the day the school receives the letter or in cases where the parent/carer is giving advance notice of the date requested. Do not backdate it to an earlier date than receipt of the letter even if the parent/carer requests this. The school should confirm that the pupil has been registered with the LA as EHE to ensure that they have assumed responsibility for the pupil. Do not just assume that because the school has submitted the paperwork it has all gone through.

Pupil Moves Out of Area: unreasonable distance to travel. Submit the Statutory Notification as soon as the school finds this out. Continue to track destinations and liaise with LA admissions team. They will advise the school when a pupil may be removed from roll if it has been established that the pupil/family have left the last known address, and their new location is known. They may allow the school to backdate the leaving date if they or the school receives confirmation of the pupil starting at another school or within the care of a different LA. The school must have written confirmation from the LA to backdate the leaving date. If the school does not receive this and the school has no other confirmation of where the pupil is, the school must keep them on roll for 20 days.

Pupil Emigrates: The school must follow the procedure above for moving out of area but also need to have ascertained from the parent/carer the forwarding address, details of destination school and moving date.

Pupil Transfers to a New School: Confirm the pupil's start date at the new school and that the pupil has started there. Submit the Statutory Notification on the day the school has it confirmed that the pupil started at their new school. The school can take the pupil off roll from the confirmed start date or the last school day if it precedes it e.g., a Friday and they started on a Monday. If the start date is the first day of a school term the school can back date the leaving date for the school's pupil to the last day of the previous term. If the school must investigate in the new term to find out why the pupil is 'absent' keep them on roll until the school gets a confirmed start date at the new school. If there is a gap between the leaving date the school has been given by a parent/carer and the start date for a pupil, the pupil should remain on the school's roll, marked absent, until the transfer school confirms the pupil has started there. If after ten days, the pupil has still not started, the school should submit a CME form. The school cannot remove a CME pupil from the school's roll for a further ten days from the initial notification or safeguarding referral (so 20 days in total from the first day of absence) unless the LA confirms where the pupil has gone.

Students moves to another foster placement or Care Home:

Due to the transient nature of the students at the Life Skills Enterprise, students are tracked every week until a new school has been found and the students are placed on to the roll of the new school. The following paperwork is used to track the students weekly and checks on their well-being and the timings in terms of placing them in a new school is conducted.

28. Appendix 5 – Strategy for reducing persistent absence

- Attendance is high profile within the school and is communicated to children and parent/carers/carers
- Incentives are used, in consultation with the school council, to actively promote high or improved attendance within the school. Where needed, this considers pupil's individual needs and any potential extenuating circumstances.
- Attendance of the whole school is reviewed regularly by admin and SLT and concerns are reviewed weekly.
- An initial contact is made to parent/carers explaining that their child's attendance is causing the school concern, and this will be closely monitored. SLT will ensure that all possible support has been offered. For some young people, poor attendance could be indicative of additional needs including anxiety typically referred to as emotionally based school avoidance (EBSA). [Anxiety based school avoidance \(ABSA\) – Education and Families \(devon.gov.uk\)](#).
- If attendance continues to decline, a second contact is issued, explaining that daily calls will be made
- A further decline in attendance will result in a meeting with the attendance officer and/or FLO to look at proactive strategies to improve attendance. Future actions are outlined to parent/carers/carers and children should this continue to decline.
- The local authority is notified of any further decline for consideration of next steps, this may involve legal action.

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