Bedford High School

A Specialist Business and Enterprise College

Work Hard – Be Respectful – Take Responsibility

Attendance Policy

School Address	Manchest er Road Leigh WN7 2LU
School Contact Number	01942 909009

Document control

Date created	September 2024
Revision due	July 2026
Current author	Rebecca Ramsden
Governing Committee	Standards
Electronic copies of this plan are available from	FROG VLN
Hard copies of this plan are available from	School Business Manager
Public sector equality duty guidance considered	Yes
Date approved by the Chair of the Governing Body	
Signature of the Chair of the Governing Body	

Changes History

Date	Description	Page
September 2024	Additional points to policy aims	3
	Changes to school contacts	4
	Changes to staff and governor responsibilities	5-7

	Additional information added to student and parent responsibilities	7-8
	Amendments to daily processes and procedures in line with updated guidance	8-12
	Penalty notice information updated in line with guidance	14-15
	Additional point added to students considered as 'vulnerable'	16
	Appendices	19-25
June 2025	Changes to school contacts	5
	Change to named governor	5 & 6
	Minor changes to staff responsibilities	6 - 8
	Information added regarding punctuality interventions	9
	Additional information added around medical appointments	11
	Additional information relating to attendance barriers and early identification and intervention	12-13
	Additional information added regarding unauthorised absences	11-12

Contents

Appendix 1: Holiday in term time request form
Appendix 2: Attendance codes
Appendix 3: Attendance and absence data
Appendix 4: CME Checklist and Referral Form
Appendix 5: Attendance pathways

1. Aims:

Bedford High School recognises the importance of excellent attendance and the impact it has on children's progress, attainment, enjoyment of learning and relationships within school. Excellent attendance helps children to realise their potential and ensures they are motivated, confident, and able to enjoy a diverse range of curricular opportunities and experiences. Children must attend school every day during term time unless an exceptional circumstance applies.

Our school policy promotes excellent attendance. This is recognised and rewarded as an achievement. The school monitors attendance to ensure quick and early intervention if a problem is identified. We recognise that whole school preventative and proactive approaches are key to promoting the children's wellbeing and attendance.

Our policy is accessible to leaders, staff, students, and parents, and is published on our school website. Please find a copy via the website (www.bedfordhighschool.co.uk).

The school recognises that barriers to attendance evolve quickly and as such this policy will be reviewed and updated as necessary.

This Policy is based on the premise of equal opportunities for all.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 7 of the Education Act 1996 ('The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education either by regular attendance at school or otherwise')
- Section 444 (1) of the Education Act 1996 states that 'if a child of compulsory school age who is a registered student at a school fails to attend regularly at the school his parent is guilty of an offence'
- Section 576 Education Act 1996 stipulates that for the purposes of Education Law, parent includes:
  o All biological parents, whether they are married or not.
  o Any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative.
  o Any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person. This could be one parent, both parents and/or carers.
- Part 3 of the Education Act 2002
- The Education (Student Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations

3. Key Staff

Key Personnel			
Role	**Name**	**Telephone**	**Email**
Assistant Headteacher: DSL & Attendance Champion	Mrs R Ramsden	01942 909009	R.Ramsden@bedford.wigan.sch.uk
Attendance & Safeguarding Officer	Miss N Quinn		N.Quinn@bedford.wigan.sch.uk
Attendance Manager	Mrs C Smith		C.Smith@bedford.wigan.sch.uk
Pastoral Year Teams			year7team@bedford.wigan.sch.uk year8team@bedford.wigan.sch.uk year9team@bedford.wigan.sch.uk year10team@bedford.wigan.sch.uk year11team@bedford.wigan.sch.uk
Designated Teacher for Looked After Children (DT) & SENDCO	Mrs K Canning		K.Canning@bedford.wigan.sch.uk
Nominated Governor	Mrs L Hayes	N/A	

4. School Commitment

We are committed to promoting the importance of excellent attendance and punctuality. We will support students and parents to achieve excellent attendance and punctuality, and we will work closely with families where absence is a cause for concern.

Bedford High School strives for 100% attendance for all students. The whole school attendance target is 96%.

We are committed to promoting a positive and welcoming atmosphere in which all students feel safe, secure, and valued. We will ensure that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

We will work with all students and their parents to maximise attendance and where necessary, we will arrange additional support and adjustments. If required we will engage additional support from wider services and external partners.

The Governing Board

The governing board is responsible for:
- Setting high expectations and providing support and challenge to school leaders.
- Ensuring school leaders fulfil expectations and statutory duties.
- Ensuring the school's attendance management processes are delivered effectively, and consistently.
- Monitoring whole school attendance data and evaluating the effectiveness of the school's processes. Support school leaders to drive improvements where identified.
- Making sure all staff receive adequate training on attendance.
- Holding the headteacher to account for the implementation of this policy.

Identified governor for attendance, safeguarding and inclusion: Mrs L Hayes

Senior Leadership Team

The Headteacher has responsibility for:
- The implementation of this policy.
- Ensuring there is named member of SLT overseeing the management of attendance and delegates of responsibility of whole school attendance to the assistant headteacher.
- Issuing fixed-penalty notices, where necessary.
- Ensuring staff work with the parents of students with SEND to develop supportive approaches for attendance, where students with SEND face attendance barriers.
- Ensuring staff communicate with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs.
- Communicating the school's high expectations for attendance and punctuality regularly to families through all available channels.

Assistant Headteacher for Safeguarding, Attendance and Inclusion (Attendance Champion): Mrs R Ramsden

The designated Assistant Headteacher is responsible for:
- Leading the whole school attendance strategy and implementing the policy and procedures.
- Contributing to the school development plan.
- Reporting attendance data analysis to the headteacher and governors.
- Having a comprehensive understanding of attendance data and areas for improvement.
- Evaluating and monitoring expectations and processes.
- Establishing and maintaining effective systems for tackling absence, supporting staff with monitoring the attendance of individual students and cohorts.
- Devising specific strategies to address areas of poor attendance identified through the

data, and overseeing the delivery of such strategies.
- Ensuring appropriate levels of support are offered and impact is measured.
- Building strong professional relationships with stakeholders.
- The management of alternative provision, off-site directions and reduced timetables.
- Oversight for CME procedures.
- Ensuring safeguarding procedures are followed consistently.
- Leading the school Early Help provision and overseeing its delivery.
- Ensuring adequate staff supervision and CPD.

The Attendance Manager
The Attendance Manager is responsible for:
- Promoting the importance of excellent attendance and punctuality to all stakeholders.
- Tracking and Monitoring attendance data across the school.
- Collating attendance data and producing attendance reports.
- Supporting the pastoral team in line with the school attendance strategy.
- Leading attendance and punctuality strategies.
- Leading individual Early Helps and communicating with external agencies.
- Coordinating parental engagement interventions.
- Implementing escalation processes in line with local authority procedures.

The Attendance and Safeguarding Officer
The Attendance and Safeguarding Officer is responsible for:
- Leading individual Early Helps and communicating with external agencies.
- Contributing to multi-agency interventions for students with complex needs.
- Promoting the importance of excellent attendance and punctuality to all stakeholders
- Tracking and Monitoring attendance data at an individual student level
- Supporting the wider pastoral and safeguarding team.
- Coordinating parental engagement interventions.

The Pastoral Team
The pastoral team are responsible for promoting the importance of excellent attendance and punctuality to all stakeholders and ensuring has a high profile within each year group.

Pastoral Managers & Raising Achievement Officers
- Monitoring attendance, identifying trends/concerns
- Management and coordination of form teacher interventions
- Managing Individual and group intervention.
- Communicating with parents to overcome barriers to school attendance.
- Communicating with staff and external agencies in relation to attendance strategies.
- Form time education about the importance of attendance and punctuality.
- Rewards and sanctions linked to attendance and punctuality.
- Supporting the management of punctuality interventions.

Form Teachers are responsible for:
- Recording registration attendance accurately and promptly, using the correct codes.
- Following the correct procedure when a student is unexpectedly absent.
- Promoting excellent attendance and punctuality.
- Delivering form time attendance education.
- Liaising with parents to regarding school attendance and punctuality.
- Supporting the implementation of punctuality interventions.

Teachers and Support Staff
Teachers are responsible for:
- Creating a welcoming learning environment for all students.
- Promoting excellent attendance and punctuality to all lessons.

- Modeling expected behaviours around punctuality to lessons.
- Recording attendance to lessons, accurately and promptly using the correct codes.

Attendance Admin Staff
Attendance admin staff are responsible for:
- Monitoring student attendance on a daily basis.
- Communicating with parents of absent students.
- Being the first point of contact for parents regarding attendance.
- Recording / monitoring student attendance data.
- Recording all relevant information accurately on the student database (e.g. Bromcom).
- Supporting interventions to improve attendance.
- Assisting with safeguarding checks and home visits.
- Communicating with external agencies, alternative provisions and schools

Students are responsible for:

- Engaging fully and positively in school activities, including attendance interventions.
- Ensuring they take reasonable steps to lead a healthy lifestyle.
- Arriving promptly to school (before 8.25am) and being well prepared for learning.
- Arriving promptly to all timetabled lessons and scheduled activities.

Parents
Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:
- All natural parents, regardless of marital status
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are responsible for:
- Promoting the importance of excellent attendance and punctuality to their child.
- Ensuring their child attends school on time every day.
- Ensuring their child has the means to travel safely to school and arrive on time
- Ensuring their child leaves for school wearing their full school uniform correctly
- Contacting the school before 8.00am on the first day of absence. Where possible, parents should also inform school of the expected return date. Parents must remain in contact and be contactable, throughout the student's period of absence.
- Working in partnership with the school and/or local authority, to overcome barriers and engage with supportive attendance interventions and/or formalised plans.
- Seek support, where necessary, for maintaining excellent/improving attendance by contacting the student's pastoral manager in the first instance.
- Supplying at least 2 accurate and up to date named contacts (with accurate phone numbers) for school liaison.
- Ensuring where possible, medical (or other) appointments are avoided during the school day. If this is unavoidable, medical evidence may be required.
- Ensuring holidays are arranged out of term time only.

5. Expectations and Daily Routines
We want all students to reach their full potential. Students who attend regularly (every day) are more likely to achieve better academic outcomes, are safer from risks in the community, such as exploitation and crime, as well as successfully transitioning from primary to secondary school, secondary school to further education, and the world of work.

Our Daily Attendance Procedures
We will keep an attendance register and place all students 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. During both the first and second session we will record whether each student is:

- Present
- Attending an approved educational activity.
- Absent; or
- Unable to attend due to exceptional circumstances.

The school will follow up any absences to:

- Ascertain the reason for absence.
- Ensure the proper safeguarding action is taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use before entering it on to the school's electronic register. This is used to download data to the School Census.
- Consider early identification, assessment, intervention, and support processes that may need to be implemented.

The register is marked using the codes as advised by the Department for Education (DfE) 'Working together to improve School Attendance Guidance' (for maintained schools, academies, independent schools, and local authorities), for further information, please visit - Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)

The school day starts at 8.30am and ends at 3.05pm (Wednesday Week 2, 2.15pm). We expect all students to arrive ahead of time by 8.25am.
The AM register will be taken during form time at 8.30am and will be kept open until the end of form time at 9.00am
The PM register will be taken at the start of Period 4 (12.30pm) and will be kept open for 30 minutes (Full timings of the school day are available on the school website).

5.1 Punctuality
Students are welcomed into school from 8.00am, but must arrive before 8.30am. Breakfast items are available from the Bistro from 8.00am. All students are expected to be in their form rooms by 8.30am. Students arriving after 8.30am will be expected to sign in at the 'late' entrance in L Block and will be recorded as late (including their time of arrival).

Punctuality is monitored closely. Daily punctuality interventions are implemented to address lateness to registration/school. Parents are made aware of such interventions through class charts notifications and/or communication with staff. Parents are expected to fully support such interventions,which may include same day detentions.

Students arriving after the register has closed and reasonable checks have been made, will be marked as 'unathorised absence' for the appropriate session.

Children who are consistently late for school are disrupting their own education and that of other children. Parents will be invited into school to resolve the issues regarding persistently poor punctuality. If there is no improvement following this meeting, further action will be taken which may include referral to external agencies.

5.2 Communication with parents
Communication between parents/carers and the school is extremely important as this enables us to ensure that children are supported and feel settled in school. If your child is absent, you must inform the school immediately in line with the procedure as outlined above.

As a school we recognise that building respectful relationships with families and working in collaboration is essential to ensuring the best outcomes for children/young people. We require all parents to actively support the work of the school, including promoting attendance and engagement. We are committed to ensuring that systems and processes are in place with regards to promoting attendance and would encourage parents to make contact if they have concerns about their child.

In the event there is a persistent lack of engagement by parents, we may seek to secure engagement and school attendance through formal legal procedures.

6. Absence monitoring

School robustly monitors and analyses attendance data to promptly identify and address possible concerns. This allows for early interventions to support the child/family's underlying needs.

This monitoring will include:
- Weekly attendance code analysis
- Weekly analysis of types of persistent absence
- Specific cohort and group monitoring – particularly for vulnerable groups i.e. children with a social worker

Absence monitoring allows the school to use data to identify individuals who need support and to work towards reducing persistent and severe absence. In doing so we will consider the individual needs of students and their families who have specific barriers to attendance.

Enforced school closure

If Bedford High School was forced to close for a period, we have the facility to operate an online virtual school. In such circumstances, children are expected to engage with ALL activities when work is set. Procedures for online learning will be sent to parents as and when required.

Unplanned absence

We have a duty to safeguard all students. Parents must notify the school of the reason for their child's absence on the first day of an unplanned absence by 8.00am or as soon as practically possible. They do this by calling the school attendance office, who can be contacted via **01942 909009 (Option 1)**.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness, in which case further details may be required. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

At times, the attendance team may need to contact home to clarify the reasons for absence. Where the absence is longer than 5 days, the school may ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

In the event of a child being absent from school and the parent/carer has not notified the School of the absence, attendance staff will contact home as soon as possible. If no contact is established or the reason for absence is not accepted, the absence will be deemed unauthorised. Should contact be established later with parent and a reason for absence is provided, the School may amend this to authorised if they are satisfied with the reason given.

It is usually appropriate for parents to send their children to school with mild respiratory

illnesses. This would include general cold symptoms: a minor cough, runny nose, or sore throat. Please read this link for further information [Is my child too ill for school? - NHS (www.nhs.uk)](www.nhs.uk)

If a medical absence is likely to be ongoing or long term, we will offer support in accordance with the school's and Local Authority's policies relating to children with health needs. As a school we need to plan how children can access education during periods of long-term absence and how and when the child will return to school. School will make reasonable adjustments for students where necessary and appropriate. To ensure we have the appropriate pathway of support we will follow our 'Early identification' model and implement an individual plan tailored to a child's medical needs to enable access to suitable education. As a school we will adhere to the Local Authority policy [Education of students with medical needs (wigan.gov.uk)](wigan.gov.uk) This policy includes a graduated response, supporting inclusive practice across all settings to ensure children's continued links to their education provider when their health needs may impact their access to education.

Planned absence
We ask parents to schedule medical and dental appointments beyond the school day in order to minimise lost learning time. If this is unavoidable, attending a medical or dental appointment will be counted as authorised as long as we are notified in advance of the appointment. Where an appointment during the school day is unavoidable, the student should be out of school for the minimum amount of time necessary (i.e. not the full day). Should the child not return to school within a reasonal timeframe (as agreed with the school), the additional absence will be recorded as unauthorised.
Parents should notify the school of all planned absences by calling 01942 909009 (option 1). The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence.

Following up absence
Where any child we expect to attend school does not attend, or stops attending, the school will follow up on their absence with their parent to ascertain the reason. In addition to this, the school will:
- Send an automated message each morning to inform parents of unexpected absences
- Call the student's parent if there has been no contact and no response from the automated text. If we cannot reach any of the student's emergency contacts, we will ensure appropriate safeguarding action is taken where necessary. This may include measures such as additional calls to agreed contacts, home visits and/or liaising with safeguarding partners (e.g. Children's Social Care and/or the Police)
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained
- Follow up with the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving external agencies.
- Where relevant, report the unexplained absence to the student's social worker and/or youth offending team officer
- Where appropriate, offer support to the student and/or family to improve attendance
- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention, as appropriate

Approval for term-time absence
The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

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

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

A leave of absence is granted at the headteacher's discretion, including the length of time the student is authorised to be absent for. The school considers each application for term-time absence individually, considering the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 1 week before the absence, and in accordance with any leave of absence request form, (accessible via the school website). The headteacher may require evidence to support any request for leave of absence.

As a leave of absence will only be granted in exceptional circumstances, **a leave of absence will not be granted for the purposes of a family holiday**.

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

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent belong. If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent 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 student is attending educational provision
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

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

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

Unauthorised Absence

An absence may be coded as 'unauthorised' if:

- no reason for absence has been given.
- reason for absence is deemed insufficient by School.
- We have reason to believe that the student is on holiday.
- An absence precedes or follows a planned holiday.
  (Travel documentation may be requested to confirm dates of travel.)
- a request for a leave of absence has been unauthorised.
- a pupil arrives at school after registration has closed at 9.00am

Parents/carers should be aware that Bedford High School may contact the Local Authority if a pupil has 10 or more unauthorised absences in the current term with a view to issuing an Education Penalty Notice or other legal action. The Education Penalty Notice is issued individually to each parent/carer who fails to ensure their child's regular attendance at school. The penalty is £60 per parent/carer per child if paid within 21 days rising to £120 if paid within 28 days. Non-payment of the Fixed Penalty Notice may result in prosecution in the Magistrates court.

[Consequences of not attending school (wigan.gov.uk)](#)

Application for leave of absence
The headteacher will not grant any holiday during term time unless it is deemed that there are exceptional circumstances.
The headteacher will determine what constitutes an exceptional circumstance on an individual basis. If parents/carers need to request a holiday in term time, they must complete the application form for holidays in term time (see appendix) and send this to the headteacher. It should be noted that if any application is declined and absence occurs of a consecutive 5 or more unauthorised days, then school may apply to the Local Authority for an Education Penalty Notice to be issued to each parent/carer.

The following **will not** be deemed to be exceptional circumstances:
- Family holiday
- Availability of less expensive holiday
- Availability of holiday accommodation
- Parent/carer's working commitments
- Holiday pre-booked by another family member
- Change of holiday dates

A child's absence during term time seriously disrupts their continuity of learning. Not only do they miss the teaching on the days they are away but are less prepared for the lessons building on that teaching when they return to school. There is a consequent risk of under achievement, which we must seek to avoid.

6. Attendance Barrier Identification and Intervention: Assess, plan, do, review
Every pupil has a right to a full-time education and Bedford High School sets high attendance expectations for all pupils. We will consider the individual needs of pupils and their families who have specific barriers to attendance.

For any child / young person who is absent from school, it is essential to fully understand the reasons for this so that targeted, evidence-based interventions and support can be put into place. All staff have a part to play in promoting attendance. We recognise the importance of ensuring that key members of staff from across the school work in collaboration to consider and identify the holistic needs of the child/young person and to overcome barriers to attendance. In accordance with the principles of early intervention, a graduated approach of assess, plan, do and review will be followed, utilising a range of school-based resources, evidence-based interventions and seeking advice and support from external services at an appropriate stage, where required.

Appropriate assessments are important to help understand the underlying reasons that may be contributing to attendance difficulties. This may be an assessment that focuses on the individual child's needs and will include the views of the child/young person as well as parents/carers and identify strengths (what is working well) and needs (what is working less well). Assessments undertaken may identify that a child/young person is experiencing

underlying emotional based needs that are contributing to non-attendance. As a school we will access appropriate guidance developed by Wigan Local Authority in respect of this: Emotionally Based School Attendance – best practice tool. This is a whole school framework with a graduated approach to support the early identification and intervention of children/young people who may struggle to cope in school/attend school.

Information from assessments will inform a SMART (Specific, Measurable, Achievable, Realistic, Targets) action plan with focused targets developed in partnership with families, and other services as appropriate. For example, Start Well and Social Care may have a part to play in the delivery of support and intervention to promote engagement and attendance. SMART plans will be personalised to effectively meet a child / young person's needs and improve attendance and wellbeing outcomes.

Regular reviews of support and attendance plans are essential to monitor the impact of interventions and to adjust these accordingly. If, despite targeted support and intervention, attendance and wellbeing concerns persist, we may seek further advice and support from external services including mental health services, specialist teaching and education services.

6.1 How we promote excellent attendance

Expect & Monitor
We share our high expectations for student attendance regularly. We use clear and consistently applied systems and processes to monitor, improve and reward attendance and address absences. To do this, we implement interventions such as:

- Universal offer of education, advice guidance and support
- The delivery of clear messages about expectations, routines and consequences to new and existing students and families through admission/transition events and our regular channels of communication
- Rewards for excellent attendance and punctuality and interventions for unauthorised absence and poor punctuality

Listen, Understand & Facilitate Support
We recognise that attendance barriers can be complex and welcome an open dialogue with parents in order to address these barriers.
A range of strategies are employed to address barriers to school attendance. Sample strategies are located on the Attendance Pathways document (Appendix).

Formalised Support & Enforcement
Where attendance continues to be a cause for concern and the school has attempted to address barriers but there has been a lack of engagement from the student and family, escalation procedures will be considered. Sample strategies are located on the Attendance Pathways document (Appendix)

7. Monitoring arrangements

This policy will be reviewed annually as a minimum by the Attendance Champion. At every review, the policy will be approved by the Governing board.

In the occurrence of an unprecedented situation, temporary changes of this attendance policy may be implemented. The changes may be influenced by scientific guidance, government policy or school risk assessments which may take one of many forms. The plan for school attendance will be shared with parents when required. This will be communicated via social media, letters and emails or other methods that will be deemed appropriate at the time.

8. Links with other policies

This policy links to the following policies:
- Safeguarding, Child Protection and Early Help Policy
- Behaviour and Rewards policy
- Elective Home Education Policy
- Children Looked After Policy

Other guidance/policies:

- [Keeping children safe in education - GOV.UK (www.gov.uk)](#)

- [Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk)](#)

- [Working together to improve school attendance (publishing.service.gov.uk)](#)

- [Children missing education (wigan.gov.uk)](#)

- [Consequences of not attending school (wigan.gov.uk)](#)

Appendices

Appendix 1: Leave of absence during term time request form

Guidance Notes:

– Please ensure this form is completed at least 1 month prior to requesting leave. Completing this form **does not** mean your request has been approved.
– The Education (Student Registration) Regulations 2024 states that headteachers may not grant any leave of absence during term time.
– If your leave of absence request is not approved, then the absence will be marked as 'unauthorised' on the attendance register.
– For such 'unauthorised' absence, you may be liable to be issued with a penalty notice (fine). The fine is £80 per parent per child if paid within 21 days, increasing to £160 per parent per child if paid between 21 and 28 days. If one or both parents fail to pay the penalty notice in full, then you may be prosecuted. The school also reserves the right to remove your child from the roll of the school. Where this happens, please be aware that it may not always be possible to re-admit your child to the school.

Exceptional Circumstances: In considering whether any 'exceptional circumstances' apply, the Principal / Headteacher will consider if the reasons are **rare**, **significant**, **unavoidable,** and **short**. The Principal / Headteacher will also take into consideration the factors listed below:

  – can the event for which the absence requested can be reasonably taken during school holidays?
  – levels of attendance and unauthorised absence over the last 12 months
  – any leave of absence taken previously
  – whether the leave is during the exam period, controlled exam periods or will result in not meeting assessment deadlines
  – age and year group of the student

Student Details			
Surname		**First Name**	
Date of Birth		**Year Group**	
Address			

Parent / Guardian Details			
Surname		**First Name**	
Relationship to child			
Address (if different)			
Telephone number		**Mobile Number**	
Email			

Details of request of leave			
Date of departure		**Date of return**	
No. of school days absent		**Destination**	
Local emergency contact name		**Emergency contact number**	
Address resident at whilst on leave			

Please provide details and reasons for requesting this leave of absence and in particular any 'exceptional circumstances'. If necessary, please provide any documentary evidence in support of your request.

I certify that the information provided on this form is correct. I understand that the school reserves the right to issue a penalty notice or remove my child from the school register for unauthorised leave.

Parent Signature		Date	

**– FOR COMPLETION BY THE
SCHOOL –**

Authorised	Y / N
Exceptional Circumstances	
Signature	
Name / Position	
Date	

Appendix 2: Attendance codes

Code	Definition
/	Present (am)
\	Present (pm)
K	Attending Education provision arranged the LA
B	Attending any other approved educational activity (approved by the LA)
C	Other authorised circumstances
D	Dual registered
E	Excluded
G	Unauthorised holiday
H	Authorised holiday
I	Unable to attend due to illness (both physical and mental health related).
J1	Interview
L	Late arrival
M	Medical/Dental appointment
N	No reason of absence yet provided
O	Unauthorised absence
P	Sporting Activity
Q	Unable to attend school because of lack of access arrangements
R	Religious observance
S	Study Leave
T	Traveller Absence
U	Late (after registration has closed)
V	Educational trip or visit
X	Not compulsory
W	Work Experience
Y1	Unable to attend due to transport normally provided not been available
Y2	Unable to attend due to widespread travel disruption
Y3	Unable to attend due to part of the school premises being closed

Y4	Unable to attend due to the whole school site being closed unexpectedly
Y5	Unable to attend as student 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
#	Planned whole or partial school closure
Z	Student not on roll
-	All students should attend

Appendix 3: Attendance and absence data

The tables below equate percentage attendance to time missed from school.

Table 1: Attendance over one whole school year for each student

Attendance	Missed Days
100%	0
98%	Less than 4 days / 8 sessions
97%	Less than 5 days / 10 sessions (school target)
95%	Less than 10 days / 20 sessions
90%	20 days / 40 sessions
85%	27 ½ days / 55 sessions
80%	37 ½ days / 75 sessions

Table 2: Attendance over 5 years for each student

Attendance	Missed Weeks
85-90%	19 weeks – ½ year absence from school
80%	38 weeks = 1 full year absence from school

What does 'percentage attendance' mean?
Parents/carers should be advised that the Government have categorised those students who have attendance of 90% and below as 'Persistent Absent' students (PA). The table below shows the learning time lost against percentage attendance figures.

Attendance during one school year	Equivalent Days Missed	Equivalent Sessions Missed	Equivalent Weeks missed	Equivalent Lessons Missed
95%	9 days	18 sessions	1.4 weeks	45 lessons
90%	19 days	38 sessions	3.4 weeks	95 lessons
85%	29 days	58 sessions	5.4 weeks	145 lessons
80%	36 days	72 sessions	7.1 weeks	180 lessons
75%	48 days	96 sessions	9.3 weeks	240 lessons

As of May 2022, the Department for Education have categorised those students who have attendance of 50% and below as 'Severely Absent' students. The Department for Education advise for all students who fall within this category to have a robust multi-agency plan and approach in place to support.

Appendix 4: CME referral form

<u>CHILDREN MISSING EDUCATION REFERRAL & CHECKLIST</u>

As outlined in the statutory guidance for Local Authorities 'Children Missing from Education' are children of compulsory school age who are not a registered student at a school or are not receiving suitable education other if they are not registered at a school.

Where a student has not returned to school for ten days without authorisation the school and the local authority have a responsibility to jointly make reasonable enquiries to establish the whereabouts of the child. The appropriate completion of this checklist ensures that the Local Authority and school have fulfilled this responsibility.

It is school's responsibility to follow up all unexplained and unexpected absences in a timely manner and every effort should be made to establish the reason for a student's absence. If you require advice and guidance, please contact the Children Missing Education inbox CME@wigan.gov.uk. Where there are concerns in relation to safeguarding or child protection issues contact the Children First Partnership Hub on 01942 828300.

It is important that one checklist is completed for each child within the family, please <u>do not</u> include all children on one.

During the first 10 days of absence (reason unknown), school must complete this referral form and checklist. Once completed if the child's whereabouts remains unknown, please make a referral to the Children Missing Education CME@wigan.gov.uk within 5 days or earlier if all checks have been completed.

At any point if you feel a child is at risk of significant harm, FGM, human trafficking or sexual exploitation refer immediately to social care please contact 01942 828300

Please note that if the child is residing or located in the Wigan Borough, they are not a CME and should not be removed from school roll. Policies in relation to school attendance should be followed in these cases.

CHILD'S INFORMATION:

Child's Name:		DOB:
Child's Address:		
Previous Address: (if known)		
School:		
Parent/carer's names:		
Parent/carer's address:		
Contact names & numbers: (include emergency)		
Any known siblings & school:		

Name of Member of staff completing form			
School checklist	**Dates/Times**	**Outcomes**	**Name**
School to attempt to contact parent on first day of absence. This includes Truancy Call, First Day calling, Text, Email, all emergency contacts. Please detail all contact methods - whether a message was left, if the phone is working, is there an international dialling tone.			
School to check possible whereabouts with staff and students? This should include checking with family friends, all staff members, the child's friends, social media Contact all emergency contact numbers you hold in school.			
Visit to address(es) by school. Leave card if no answer Does the property look empty? Is someone at home but not answering the door? NB if school policy does not permit home visit a police welfare check to be requested			
Contact made with involved agencies within 5 working days (Social Care, EMAS team, School Nurse etc)			

Contact made with agencies to understand when they last had contact/saw the child (no consent needed) - Social care - school nurse (when did health have any contact with the child)			
School to contact the new school or Local Authority the child is believed to have moved to? What were the outcomes? https://www.gov.uk/find-local-council			
NB – Has the child been seen? State when & by whom If not seen, what further action has been taken? (Refer to CME Policy Doc for advice)			

Reason for CME checks:	
Any other agencies involved:	
Known vulnerability/risk factors Do you feel this child is at risk of harm or neglect **Y/N** please provide detail:	
Is this child Gypsy Roma Traveller? **Y/N**	
Is this child parents service personnel? **Y/N**	
Has this child had any Missing from home episodes? **Y/N**	
Is this child known to the Youth Justice System? **Y/N**	
Does this child have any SEN/learning needs? **Y/N**	
Are there any other vulnerabilities you are aware of? Please provide detail;	
Date:	

All boxes must be completed, of not relevant please enter N/A

ALL BOXES MUST BE COMPLETED, IF NOT RELEVANT PLEASE ENTER N/A

Please submit this referral to CME@wigan.gov.uk

Appendix 5: Addressing Attendance Barriers: Attendance Pathways

EXPECT – High standards of attendance for all. Building a culture where all children can and want to be in school.

MONITOR Initial Concern is highlighted through data or communication with parents. Track and monitor patterns of absence including vulnerable cohorts to narrow the gap

LISTEN AND UNDERSTAND Voice of Child/Parent. Meeting with the pastoral team and parents to outline concerns. Reasonable adjustments to be made to try to resolve the problem easily and quickly.

(Left side vertical label:) Consider levels of engagement from parents/carers

(Right side vertical label:) Cycle of Assessment - Assess/plan/do /Review

EBSA/SEMH	SEND	CLA	Home Circumstances	Medical
School level Intervention L1 Wellbeing Centre support Voice of child – Signs of Safety Daily Check In Communication with staff TATC Adaptions to timetable Regular KIT with parents MHST EBSA Resources - Appendix RESET Room Young Minds NSPCC (resource)	**School level Intervention L1** Discussion with SENCO/Assistant SENCO Consider Pre-send register Assess through QFT Voice of child Understand barriers Make reasonable adjustment Gather student/parent voice Internal TAC Gather baseline assessments Internal referrals SEND/RESET Implement plan of support Consider EHCP/Review	**School level Intervention L1** Partnership Working PEP plan Additional Funding Consideration PGO/PM support Extra Tuition External agency support SENCO support Adaptions to timetable Home Visits CLA review Voice of the child	**School level Intervention L1** Sign post parents Young Carers referral Signpost YP - Online support Free bus pass/Food Vouchers Home visits/support Voice of the child/family Partnership working Citizens advice Talk, Listen, Change referral Family Transition Parenting Wigan wellbeing & Resilience (housing)	**School level Intervention L1** NHS Guidance on absence School Nurse drop in Liaise with medical professional Medication on site Adaptions to timetable Time out Pass Safe place in school Voice of Child Reasonable Adjustments Time out pass. Access RESET room

FACILITATE SUPPORT – Removing the barriers and help students and parent access the support they need to overcome the barriers. Framework of support – Multi-Agency approach. Early Help Referral/CIN/CP

EBSA/SEMH	SEND	CLA	Home Circumstances	Medical
School level Intervention L2 Graduated approach Engagement Centre Add to SEND Register Learning Plan (SEND) CAMHS referral	**School level Intervention L2** Consider adding to SEND reg Discuss in RDP meeting Advice from external agency EP/TESS/SALT support Big Picture meeting/EH Specialist Teacher assess Consider EHCP request Blended offer Alternative Provisions	**School level Intervention L2** Extra Tuition Virtual School Support Alternative Provision Psychological Assessments BASE (ASC) CSC/Social worker support PEP Reviews CLA reviews	**School level Intervention L2** EH drop in School based EH L 2 or 3 Or refer Startwell/CSC CSE/CCE referral Reach referral We Are With You referral Community Resilience ref Wigan Family Welfare Aspiration Centre	**School level Intervention L2** Health Care Plan Specialist Training of staff RTT Three Towers provision Specialist Nurse involvement Asthma/Epilepsy/Diabetes etc Involve Primary Health Care sector in meetings

FORMALISED SUPPORT – Where absence persist and support not being engaged with, partners should work together to explain the consequences clearly and ensure support is in place so that families can respond

ENFORCE – Where support is not working or being engaged with, enforce attendance through statutory intervention or prosecution (case by case discussion with LA)