



ATTENDANCE POLICY

SHINE Multi Academy Trust

Management log

Document	Attendance Policy
Author	Carl Hollis (Scotholme Primary)
Person responsible for the document	Kate Watson (Interim CEO)
Date approved	14 th September 2025
Date issued	19 th September 2025
Review period	Annual
Next review	Summer 2026

Signed



Chair of the Board

Signed



CEO

Related Policies

- Complaints Policy
- Educational Visits
- General Data Protection
- Equality
- Exclusions and Suspensions
- Anti-bullying
- Behaviour
- Child Protection and Safeguarding

All above policies are available through our academies local servers, directly through SHINE or through the Trust website www.shine-mat.com

Contents

Part One

1. Equal opportunities statement - 3
2. Summary of content - 3
3. Entitlement to Attendance - 3
4. SHINE Statement of Intent - 4
5. A Positive Approach-5
6. Attendance Partnership Expectations - 6
7. Legislative Framework -7
8. Authorised Absence -8
9. Suspension 9
10. Religious Observance 9
11. Traveler Absence 9
12. Unauthorised Absence 9
13. Medical Appointments 10
14. Extended Leave/Withdrawals from Education – 11
15. Penalty Notices – 11
16. Prosecution - 12
17. Safeguarding - 13

Part Two

Whitemoor Specific Procedures

PART ONE

1. Equal opportunities Statement

The SHINE Multi Academy Trust (SHINE) is committed to promoting equal opportunities and everyone will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

2. Summary of Content

Part 1 – SHINE’s statement of intent regarding attendance

(Including SHINE’s vision concerning attendance across the Trust, absences, extended leave, religious observance and parents’ role)

Part 2 – Individual academies’ procedures for attendance (Including how attendance is monitored, dealing with attendance and punctuality issues and how attendance is rewarded, plus procedures for Children Missing from Education (CME))

3. Entitlement to Attendance

In the SHINE Multi Academy Trust, we recognise a child’s right to education as part of law and as a decent human principle.

Under the United Nations’ Conventions on the Rights of the Child, Article 28 sets out the child’s rights to an education: -

Article 28

- 1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and based on equal opportunity, they shall:
(a) Make primary education compulsory and available free to all.*

In UK law, every child has the right to education. This was made law following the European Convention on Human Rights treaty in 1950. It became law in the UK as part of the Human Rights Act 1998. The rights set out in this document state: -

*Rights set out in the convention include:
the right to life
the right to be kept safe from torture and cruel treatment
freedom from slavery
the right to a fair trial
the right to respect for private and family life
the right to an education.*

Furthermore, the law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special education need they may have.

It is the legal responsibility of every parent to make sure their child receives that education by either attending a school or receiving education other than in a school.

Where parents/carers decide to have their child registered at a school, they have an additional legal duty to ensure their child attends that school regularly. This means that the child should attend school, every day that it is open, except in a small number of allowable circumstances such as illness or where school has given permission for the absence.

4. SHINE's statement of intent regarding attendance

SHINE and its member academies seek to ensure that all its children receive an education that maximizes opportunities for each child to reach his or her full potential. Research shows a strong link between good attendance and increased attainment.

SHINE aims to improve its academies' attendance and punctuality by:

- promoting the value and importance of regular attendance
- providing consistent information to children and families
- reducing all forms of unauthorised absence

Across SHINE, we will work in partnership with parents/carers and other agencies to strive towards every child reaching 100% attendance and impeccable punctuality. This will ensure that each child can get the best out of the educational opportunities provided.

Targets are best achieved by working in partnership with parents/carers and other agencies. We will put clear and robust strategies in place to manage and promote regular attendance and punctuality for all children across SHINE. These targets need to be understood and owned by parents/carer, children, staff, local governors and trustees alike. This expectation applies throughout the education system from the Early Years through to Primary level.

In order to manage and promote regular attendance SHINE will:

- Monitor individual children's attendance.
- Keep parents updated on attendance via letters home, newsletters, meetings and the website.
- Report to parents/carer on their child's progress and whether this has been affected by their attendance, via regular parent evenings and letters home.

- Celebrate and reward good and improved attendance through competitions, prizes, certificates and events. Each academy must have clear incentives, which support the drive for good attendance.
- Review attendance on a regular basis and identify any child who is at risk of becoming a persistent absentee. Individual academies will then act upon this, using their own procedures and process (as agreed by their local governing body) to lessen the effects on a child's attendance and learning. As SHINE's academies are in different local authorities, these procedures may differ slightly depending upon the processes the Education Welfare Services (or similar local authority attendance service) operate in each local authority.

Days Absent in the Year	Description	Percentage	Approx' weeks lost per year
0-4	Excellent	100% - 98%	Less than 1 week
5-8	Expected	98%-96%	1 to 2 weeks
9	Satisfactory	95%	1 to 2 weeks
10-18	Less than expected	94% - 90%	2 to 4 weeks
More than 19	Persistent Absentee	Below 90%	More than 3 weeks
More than 90	Severely Persistent Absentee	Below 50%	More than 18 weeks

5. A Positive Approach

In the SHINE Multi Academy Trust guidelines, we attempt to maintain a positive attitude towards attendance at school. We actively seek to share the positive benefits of a good attendance at school with children through an exciting and engaging curriculum that entices them to want to attend school.

During September, we share with both children and parents/carers the benefits of good attendance. These are shared in class and in letters/leaflets/posters given to all families, plus on the school websites.

What are the POSITIVES that families get from their attending school all the time?

- Children benefit from structure and routine.
- Good attendance is a life skill vital for secondary school and later in life. It instils discipline.
- Allows school to perform their duty of care in terms of safety, provision of food and

welfare and to support parents/carers.

- Builds children's confidence both academically and socially.
- Children get to build strong, longer-lasting, positive relationships with other children and staff.
- It enables better teamwork in classes and allows classes to work together more.
- It allows parents/carers to have some independent free or work time and thereby makes life less stressful for parents.
- Children are on average more likely to succeed in school if they are attending regularly.
- School is fun, challenging and provides many different life opportunities that children may not experience anywhere else.

As well as this, we offer incentives for children to attend school regularly. During the month of September, all these rewards, along with the importance of attendance, how we monitor absence and our trigger process, the importance of punctuality and applying for a withdrawal from education are all shared with children and parents/carers through school and class assemblies; displayed on the school website and shared with parents/carers.

6. Attendance Partnership Expectations

Attendance is **EVERYBODY'S business and concern** and therefore there are expectations placed on children, parents/carers and the academies.

We expect the following from all our children:

- To attend school regularly.
- To arrive on time and appropriately prepared for the day.
- To talk to a member of staff about any problem or reason that may prevent them from attending school.
- Engage actively in the classroom
- Recognise the achievement of others

We expect the following from all parents and carers:

- To ensure their children attend school regularly and punctually.
- To instill in their children the reason why attendance at school is so important.
- To ensure contact is made with the school as per academy policy.
- To ensure that their children arrive at school well prepared for the school day.

- To talk to a member of staff about any problem or reason that may prevent their child from attending school.
- To inform the school of changes in their contact details.
- To book medical appointments where possible outside the school day.
- To recognise the personal achievements of their children

Parents/Carers and the child can expect the following from school:

- Teachers to meet and greet the children
- To build good relationships with the children and create positive classroom environments
- To implement effective teaching strategies so that children can learn and progress
- Regular, efficient and accurate recording of attendance.
- To listen and understand the barriers to school attendance and offer the appropriate support and agree appropriate plans to improve attendance.
- Early contact with parents/carers when a child fails to attend school without providing a good reason.
- To inform parents/carers if a child's attendance level falls below the expected standard.
- Follow-up support where necessary.

7. Legislative Framework

Parents/Carers of registered children have a legal duty under the Education Act 1996 (sec 444) to ensure that children of compulsory school age attend school on a regular and fulltime basis. Permitting unauthorised absence from school is an offence and parents may be reported to the Education Authority if problems cannot be resolved by agreement.

All children, regardless of their circumstances, are entitled to a full-time education that is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Parents/carers are responsible for ensuring their children receive education. Estranged parents with whom the child has had regular contact may be prosecuted as well as the day-to-day carer. Each situation must be dealt with on an individual basis, always remembering the welfare and safety of the child is the paramount concern. The term 'parent' also includes those who are not a natural parent but have parental responsibility for the child as defined by the Children Act 1989

or who have care of the child as defined by the Education Act 1999

The academies follow the expectations set out by the Department for Education in the guidance Working Together to improve school attendance (August 2024). There procedures are based around the principles and stages of:

- Preventing poor attendance.
- Early intervention and Early Help to address early patterns of poor attendance and agree ways to improve.
- Targeted interventions (including Early Help and Formal interventions) for those children who are persistently absent or severely absent.
- Understanding barriers to individuals' attendance and agree individual plans for children with specific needs.
- Formal Statutory Interventions where support has not been effective or engaged with.

8. Authorised Absences

The Department for Education has issued guidelines to all schools detailing valid reasons for authorised or justified absences:

- When a child is ill or receiving medical attention.
- Days of religious observance notified in advance.
- Absence due to family circumstances (e.g. bereavement, serious illness).
- Visiting a parent in prison or part-time timetable agreed as part of a reintegration package.
- One or both parents in the armed forces and leave granted prior to deployment
- 'Factory fortnight' holidays – immovable holidays due to business rotas etc (such requests should be accompanied by a letter from the employer)
- Family/carers funeral (one day maximum)

There are other absences, such as "Approved Sporting Activity" that can be authorised and there will be events affecting families, some unforeseen, which will necessitate absence from school and professional discretion will need to be used in these cases about whether the absence can be authorised. The specific circumstances potentially encountered by military families, young carers, SEND and children with medical needs will be considered on a case-by-case basis.

9. Suspension (no alternative provision made)

Suspension from attending school is counted as an authorised absence. The Headteacher will plan for work to be sent home.

10. Religious Observance

Under our ethos of 'Dare to be Different', we recognise the vibrant and diverse faiths and values of all our communities. We promote and celebrate our varied heritage as one of the strengths of SHINE.

The Child Regulations 2006 states that absence for religious observance should be treated as authorised absence "on a day exclusively set apart for religious observance by the religious body to which the parents belong". SHINE will allow one day for each religious festival, with no more than three days in an academic year. Additional days off for shopping or for extended celebrations will be treated as unauthorised absence.

In respect to pilgrimages, the academy will request copies of the travel information. Dates of return should be agreed prior to the period of leave. Parents/carers should be advised about this policy regarding unavoidable delays in return or taking extended leave that has not been authorised by the academy.

11. Traveller Absence

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

The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.

To help ensure continuity of education for pupils, when their parent(s) is travelling for occupational purposes in England, it is expected that the pupil should attend a Authorised Absence school where their parent(s) is travelling and be dual registered at that school and their main school.

12. Unauthorised Absences

Unauthorised absences are those where:

- No letter or acceptable explanation is provided by parent(s).
- The reason for the absence does not fall into one of the categories of authorised absence

above.

The following activities are examples of what would be classified as unauthorised:

- Holidays
- Minding the house
- Caring for relatives
- Awaiting repair people
- Shopping
- A birthday or family celebration
- Days overlapping with beginning or end of term
- Family weddings longer than one day
- Visiting relatives living in different parts of the country or overseas

There are clearly some grey areas. The guidance makes it clear that only truly exceptional occasions should be classified as authorised.

Government guidelines make it plain that, in the final analysis, it is the school via the Headteacher that judges whether an absence is authorised or not. A note from home therefore does NOT automatically make an absence valid/justified/authorised. The Headteacher will make decisions as to whether an absence is authorised or not. It is the Headteacher's prerogative to request that the parent(s)/carer(s) provide a certificate for short-term illnesses and to request a doctor's notification in the case of long-term illness.

13. Medical Appointments

Parents/carers should avoid making routine medical appointments and dental appointments during the school day. In most cases, appointments can be made outside of the school day/during the school holidays. Where appointments must be taken during the school day, only the time for the appointment and travel to and from will be classed as an authorised absence. Children are expected to return to school for the remainder of the day/attend school prior to the appointment. Parents/carers are required to provide a copy of an appointment letter or card prior to the day of the appointment.

14. Extended Leave or Withdrawals from Education (Holidays)

The 2013 Amendments of the 2006 Education Act say that Withdrawal from Education (Extended Leave) may only be allowed in 'exceptional circumstances' at the Headteacher's discretion.

The academy schools will not authorise any request for leave, except in exceptional circumstances, such as a death of close family member or life-threatening illness. Further information can be found in Guidance on applying for the Education Child Registration Regulation 2006.

All applications for withdrawals from education should be made at least two weeks in advance by the parent(s) or carer(s) on the form available from the school office. The request should include any flight details, both outbound and inbound and any relevant medical evidence to substantiate that the request is in exceptional circumstances. All requests will be treated on a case-by-case basis taking into consideration the circumstances of the withdrawal – it must be EXCEPTIONAL circumstances.

If permission to take leave is not granted and the parents/carers ignore the refusal and keep their child away, the absence will be unauthorised. Failure to comply with the school procedures will result in further action being taken. This will result in an application for a fixed penalty notice from the Local Authority levied against each parent of each child. If we believe that your child has been on holiday and you have not notified the academy, you may still receive a fixed penalty notice issued through the Local Authority.

15. Penalty Notices

From 2024/25, penalty notices will be governed by The National Framework for Penalty Notices. This comes to force on the 19th August 2024.

Penalty Notice fines will now be issued to each parent, for each child that was absent. e.g. 3 siblings absent for term time leave would result in each parent receiving 3 separate fines.

The first Penalty Notice issued for term time leave or irregular attendance will be:

- £80 per parent, per child, if paid within 21 days
- £160 per parent, per child if paid within 28 days

The second time a Penalty Notice is issued for Term time leave or irregular attendance within 3 years, the amount fined will be £160 per parent, per child paid within 28 days.

The third time an offence is committed for Term time leave or irregular attendance within 3 years, a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates Court. Magistrates' fines can be up to £2500 per parent, per child.

Cases found guilty in Magistrates Court can show on the parents' future DBS certificate, due to a failure to safeguard a child's education.

In terms of irregular attendance, Penalty Notices will be issued for term time leave of 5 or more consecutive days. INSET training days are school days and can be included in the 5 or more consecutive days where there was an intent to be absent for term time leave.

Penalty Notices will be considered when there have been 10 sessions of unauthorised absence in a 10-week period.

16. Prosecution

When attendance continues to be low and interventions fail to bring about an improvement, legal action in the Magistrates' Court may be taken. We will provide the local authority with evidence required for prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required in court. This is to safeguard that parents realise their own responsibilities is to ensure their child attends school and most importantly about returning children to education.

Section 444 of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child, he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

A parent found guilty of this offence can be fined and or be imprisoned for a period of three months.

Alternative to Section 444 prosecution are Attendance Contracts, Penalty Notices or an Education Supervision Order.

17. Safeguarding

Any safeguarding issues pertaining to a child being taken out of school in circumstances that cause concern, will be addressed first to one of the school's Designated Safeguarding Leads and following this to the Social Care Duty Team covering the area where the child lives.

If you need help in understanding it in your own language, please contact the SHINE Team on 0115 9786351.

Jeśli potrzebujesz tej informacji w alternatywnej wersji, takich jak duży druk, Braille'a, taśmy lub pomoc w zrozumieniu go w swoim języku, skontaktuj się z zespołem polysk na 0115 9786351.

Jei jums reikia šią informaciją alternatyvi versija pvz stambiu šriftu, Brailio raštu, juostos ar padėti suprasti savo gimtąja kalba, prašome susisiekti su valymo komanda 0115 9786351.

यदि आप एक वैकल्पिक संस्करण में इस जानकारी की आवश्यकता है जैसे बड़े प्रिंट, ब्रेल, टेप या इसे अपनी खुद की भाषा में समझने में मदद, कृपया 0115 9786351 पर शाइन टीम से संपर्क करें.

Dacă aveți nevoie de această informație într-o versiune alternativă, cum ar fi imprimare mari, Braille, bandă sau ajutor în înțelegerea-l în limba dumneavoastră, vă rugăm să contactați echipa de pantofi pe 0115 9786351.

اگر آپ اس معلومات میں ایک متبادل ورژن جیسے بڑے حروف میں چھپائی، بریل، ٹیپ یا اس کو اپنی زبان میں سمجھنے میں مدد کی ضرورت ہوتی ہے، لائن پر شائن ٹیم سے رابطہ کریں -

PART TWO

Whitemoor Academy (Primary & Nursery) Attendance Approach 2025/26

Name of the Senior Attendance Champion: Mr Bevington (Deputy Head Teacher)

Whitemoor Academy is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by undertaking continuous professional learning for all staff. Within this model, the four areas of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.



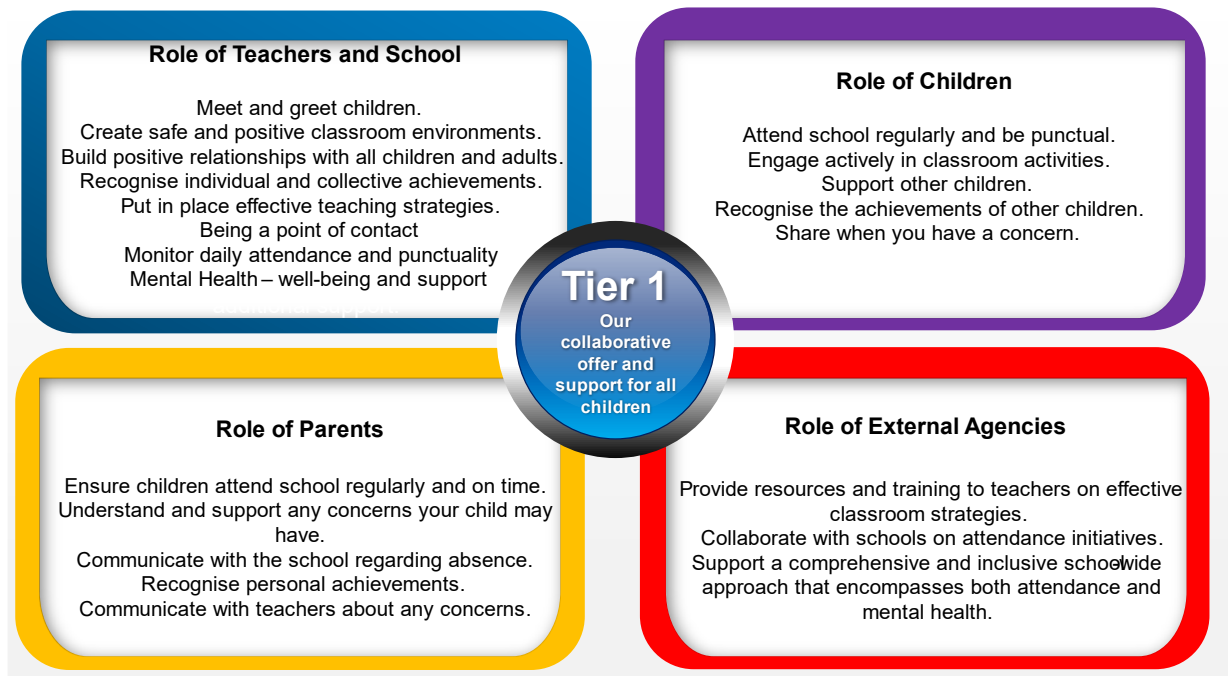
Annual Inclusive Attendance 7-Month Development Programme

Each year, Whitemoor Academy review and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.

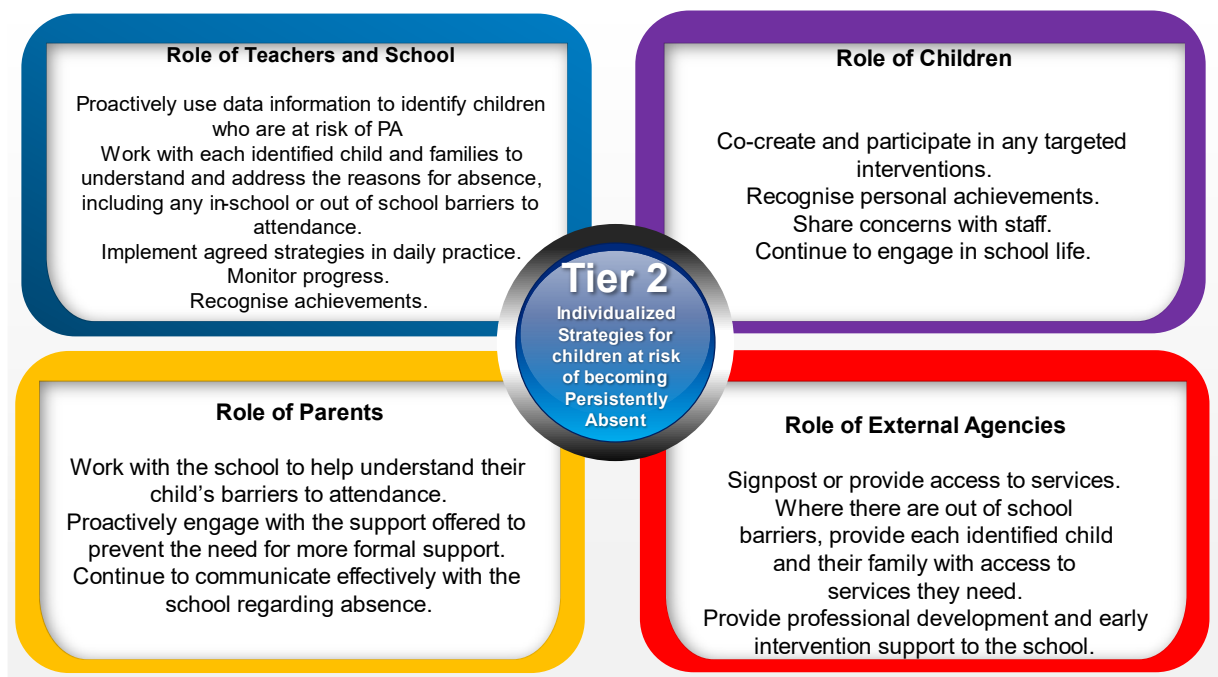
A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, Whitemoor Academy implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

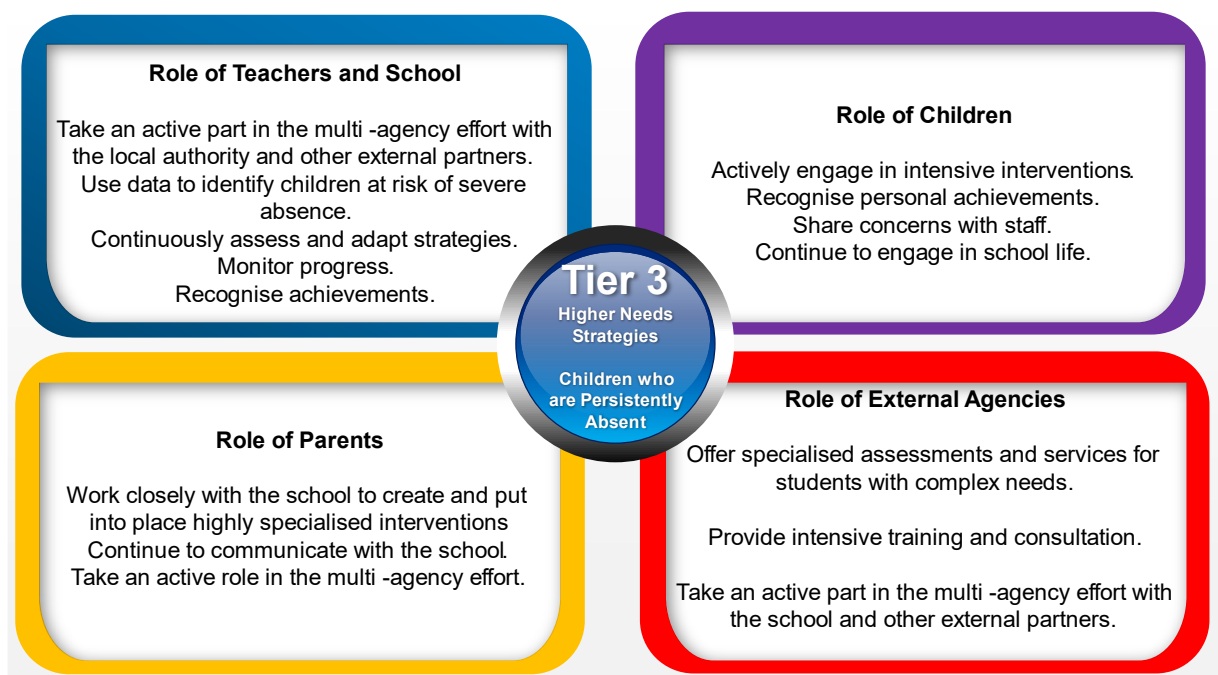
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualized Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



Whitemoor Academy Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimization, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

At Whitemoor Academy, we believe that the expectation should be that all children attend school on a regular basis.

Where attendance may have been an issue or concerns raised in the past and there is a significant improvement, letters will be sent home with the child to say thank you for the efforts being made to improve a child's attendance.

The Importance of School Attendance at Whitemoor Academy

School attendance is not merely a requirement but an essential pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- **Academic Achievement:** Regular attendance directly links with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- **Knowledge Acquisition:** School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- **Social Development:** School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- **Building Routine:** School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- **Teacher Interaction:** Regular attendance allows for meaningful teacher-child interactions and fosters closer relationships. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- **Preventing Knowledge Gaps:** Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- **School Engagement:** Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- **Duty of Care:** Allows school to perform their duty of care in terms of checking on a child's safety and wellbeing

- **Promotes family wellbeing:** Having children in school enables parents to socialise and work, giving time to get tasks done and reduce family stress
- **Legal and Parental Responsibility:** Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- **Community Well-being:** High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns, you should contact the school as soon as possible:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at Whitemoor Academy

To address any identified attendance issues effectively, Whitemoor Academy will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, as well as creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

With any of possible the concerns and issues that may occur, please feel confident to come and talk to a member of staff or one of the leaderships team. We have a very experienced leadership team who will help or find assistance where possible. We are always prepared to listen and seek solutions together for the benefit of your child. Our Family Liaison Officer, Ellen Kelliher, can also signpost families to many different groups and organisations who can help with various situations.

We are always here to listen and help.

Roles and Responsibilities

<u>Name(s) of Staff Members</u>	<u>Roles and Responsibilities</u>
Peter Bevington	Senior Attendance Champion
Ellen Kelliher and Brooke Marsay	Senior Attendance Team
Rowena White	Office Manager
Teachers, Teaching Assistants and Care Assistants	Wider Attendance Team
Rob Lord	Head Teacher
Rachel Fletcher	Teaching and Learning Lead
Danielle Waterfall	SENCO
Claire Daniels	Behaviour Lead
Elaine Fox	Chair of Governors

Strategies for Using Data to Target Attendance Improvement Efforts at Whitemoor Academy

All schools must provide their attendance data to the DFE, most schools use their management information systems to send their data via school census. The figures returned are then published by the DFE as part of the annual publication of school statistics.

We collect, use and store attendance information about our pupils and may receive information about you from your previous school. The information we keep regarding attendance includes name, contact details, attendance records, late records and any relevant medical information.

Where there is cause for concern, this information is shared with Education Welfare Officers (EWOs) or equivalent local authority officer during regular attendance meetings held at school. EWOs then follow up attendance concerns with parents and carers on school's behalf. We will also share attendance information with Social Care if there is a concern about attendance or child is on a child protection or child in need plan.

In terms of monitoring data, the School Attendance will aim to meet each fortnight to analyse the number of absent days for each child in school. If absence triggers are met, this will then result in a graduated response using both Inclusive Attendance model and that provided by Nottingham City Education Welfare Service.

Attendance Graduated Response

0 – 2 DAYS OFF	<p>School shall share positively framed messages in assemblies and newsletters</p> <p>School shall develop whole school approach</p> <p>School shall maintain accurate attendance recording systems</p> <p>School shall contact parent/carer on the first morning of a child's absence, if parent has not informed the school on the first day of absence</p> <p>Schools shall ensure their attendance policies are accessible to all</p>
4 – 7 DAYS OFF	<p>Communication with parents and with pupils about the importance of attendance and tackling non-attendance</p> <p>School shall issue attendance letter 1 and monitor attendance for a further 2 weeks</p> <p>School shall complete a home visit if there has been no parent engagement</p>
7-9.5 DAYS Off	<p>School shall regularly review attendance data</p> <p>School shall issue attendance letter 2, inviting the parent to a meeting within 10 calendar days.</p> <p>At the meeting, an attendance plan and parent contract shall be completed. It is expected that a plan is agreed and signed by the parent/carer and pupil (where appropriate) at the meeting. School shall provide parent/carer a copy of the minutes from the meeting</p> <p>School to monitor attendance and conduct a review meeting with parent in 2 weeks.</p> <p>School to complete home visit if there has been no parent engagement</p>

<p>9.5 – 17 DAYS OFF</p>	<p>School may consider Early Help assessment if consent is given by parent</p> <p>If a child's attendance meets 10 unauthorised sessions in 10 weeks, school shall request a remote case review with their EWO.</p> <p>School shall identify a maximum of 5 cases they wish to review with their EWO.</p> <p>School shall issue Notice to improve (NTI letter 3) if agreed by their linked EWO</p> <p>In line with the NTI, the School shall monitor the child's attendance for a further 4 weeks</p> <p>A date to review cases where an NTI has been issued, shall be arranged by the EWO</p>
<p>19 – 25 DAYS OFF</p>	<p>EWO and school shall complete case review and identify outcomes</p> <p>Outcomes: 10/10 Penalty Notice, UA Request for Service, Advisory Notice or further actions shall be requested by the EWO</p> <p>A 10/10 Penalty Notice may only be processed when there has been no previous legal intervention in the case</p> <p>The EWO shall request that school issue Letter 4 to parent/carers informing that a referral has been submitted to EWS</p> <p>EWO shall arrange a Parent Panel meeting with the school and the EWO shall issue letter to parent/carers inviting them to attend the meeting</p> <p>If parent does not attend their Parent Panel Meeting, the EWO shall conduct a home visit and attempt to engage parent/carers</p> <p>EWO shall issue a Formal Warning Notice to parent/carers either during the Parent Panel Meeting, home visit or by post</p> <p>School shall maintain contact with the family and continue with their attendance procedures</p> <p>EWO shall review attendance after 10 days from when the FWN was issued</p>
<p>27 + DAYS OFF</p>	<p>Outcomes are consideration for legal intervention, an Advisory Notice or further actions shall be requested by the EWO</p> <p>It remains Schools/Academies responsibility to address the child's absence, and follow the Graduated, Partnership Approach to Improving attendance from the beginning.</p>

*This is explained in the form of a flow chart in Appendix A

The Senior Attendance Team will also meet at least once a half term to analyse the data of various vulnerable groups across school, checking for trends of good and concerning attendance.

The school will access both the internal data from the school and the national data held on the GOV.UK DfE sign in site.

This data will help inform how the school where attendance interventions need focusing. This will be reported to the governing body of the school at least termly and discussed with Lead Governor for Attendance each half term.

Removal from Roll and Elective Home Education

At Whitemoor Academy, we work very closely with Education Welfare Service of Nottingham City Local Authority, when it comes to removing children from roll. When children move schools, we will wait for the new school to contact us before removing a child from roll.

If a family move and no school has been arranged, we will attempt to keep in contact with the family until a school place is found. If this is not possible, we pass this onto the Child Missing from Education department, as part of our safeguarding commitment.

If a family decide they want to educate their child at home, we will ask for parents to write a formal letter to the school requesting this. As part of our process, we would ask the family in for a discussion about the why the decision has been made and if the school could help to mitigate any situation. If a family decided to continue with the process, then school would make a referral to the local authority, who would contact the family concerned.

School Times, First Day calling and Safeguarding at Whitemoor Academy

The school gates open from 8.35am.

All school begins at 8.45am. Children should be in their classes ready to learn. Members of the school leadership team are on the gates.

Children arriving after this time should report to the school reception to sign in and explain why they are late.

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence.

Registers are closed by 9.15am. Following this, school will chase all absences for which we have no reason or explanation. This is done through phone calls and emails.

If absences continue with no reason, school will attempt to contact parents each day of the absence. On the third day, the Senior Attendance Champion will be informed and a home visit will be organised. By the tenth day of no contact with school, a referral will be made to the Children Missing in Education (CME) team.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Whitemoor Academy adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

APPENDIX A

Local Authority Guidance flow chart for when a child is absent from school over 5 days



APPENDIX B

Impact of Absence chart

NUMBER OF DAYS ABSENT FROM SCHOOL	CHILD'S ATTENDANCE AT THE END OF THE YEAR	EFFECT ON LEARNING AND ATTAINMENT
If your child has 1 day off school during the year...	...their attendance will be 99.5%	Children access all learning opportunities
If your child has 5 days off school during the year...	...their attendance will be 97.4%	Children will miss a few learning opportunities
If your child has 10 days off school during the year...	...their attendance will be 94.7%	Children may risk underperforming and underachieving
If your child has 15 days off school during a year	...their attendance will be 92%	Children at a high risk of underachievement.
If your child has 19+ days off school during a year	... their attendance will be 90%	Children at an extreme risk of underachievement Persistent Absentee
If your child has 27.5 days off school during a year	... their attendance will fall below 90%	Children at a severe risk of underachievement Severely Persistent Absentee

APPENDIX C

New Attendance and Absence Codes

Code	Reason for this code
Λ	Present codes for morning and afternoon sessions
B	Attending any other approved educational activity
C	Leave of absence for exceptional 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-timetable
D	Dual registration
E	Suspended or permanently excluded and no alternative provision made
G	Leave not granted by the school
I	Illness
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
K	Attending education provision arranged by the local authority
L	Late arrival before the register is closed
M	Medical or dental appointment
N	No reason yet provided or the absence
O	Absent in other or unknown circumstances
P	Participating in a sporting activity
Q	Unable to attend the school because of a lack of access arrangements

R	Religious observance
S	Leave of absence for the purpose of studying for a public examination
T	Parent travelling for occupational purposes
U	Arrival in school after the registration closed
V	Attending an educational visit or trip
W	Attending Work Experience
X	Non-compulsory school age pupil not required to attend school
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
Z	Prospective pupil not on admission register
#	Planned whole school closure

APPENDIX D

Whitemoor Academy Children Missing from Education Procedures

Key Principles (from Children Missing Education (DfE) September 2016)

[Statutory guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

Methods Employed by Whitemoor Academy to prevent CME occurring

At Whitemoor Academy, we employ several procedures to help prevent children becoming a child missing from their education.

- The Office staff daily send text messages (via text and class dojo) and call if a child is absent from school to all available contacts. If contact is not made the office staff will discuss this with Attendance Lead or other DSL in school, considering the vulnerability of the child and family.
- If a child is still absent on a third consecutive day and no contact has been made, the Senior Attendance Champion/DSL will then follow up this action by firstly trying to contact the parents and any other contacts and if there is still no contact, by visiting the home address. A letter advising of the visit will be posted at the address.
- If parents are looking to take an extended leave of absence of any kind, they are encouraged to fill out an extended leave of absence form and provide all relevant details and paperwork that must accompany this request e.g., flight details. School will then send a letter either sanctioning or denying the request with reasons given.
- Parents can discuss leaves of absence with members of the class team and the Senior Leadership Team.

- If after 10 days, no contact has been made and there is no response at the home address, the relevant referral form will be completed and sent to the CME team
- The CME team at will then take up the search for the child using their resources and will report back to the school, within the next 10 days.
- No child will ever be taken off roll without the permission of the CME team.

As part of our commitment to ensuring all children remain safe, we will be asking for 3 emergency contacts for each child (where possible) and children's details will be routinely checked each term.

Also, for families who move from abroad, a previous address from the families' home country will be required, wherever possible

APPENDIX E

Impact of Lateness Rhart



APPENDIX F

Alterations to the Register

As the school register is a legally binding document, it is therefore important that it is completed carefully and accurately by ALL members of staff.

As part of their roles in monitoring attendance and absence, the Head Teacher, Deputy Head Teachers and SENCO will correct any oversights where the incorrect code has been entered:

e.g., where a U code should have been entered instead of L

or

e.g., where I have been put into the register for illness, after a letter stating the need for medical proof (due to low attendance) has been sent home.

The alteration will be noted in the comments box along with the date. The following abbreviations will be made:

Appendix G

Role and Responsibilities of Key Stakeholders in School

(For a more detailed description of stakeholder's role, please refer to Summary table of responsibilities for School Attendance August 2024)

Governors and Trustees

School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance:

- **Policy & Compliance:** Ensure attendance policies are clear, effective, and meet legal requirements.
- **Strategic Oversight:** Treat attendance as a key performance measure and monitor trends.
- **Accountability:** Hold school leaders responsible for improving attendance.
- **Targets & Interventions:** Agree goals with leaders and review the impact of strategies.
- **Parental & Community Links:** Support family engagement and work with external agencies.
- **Training & Support:** Make sure staff are skilled in attendance monitoring and intervention.
- **Safeguarding:** Recognise when poor attendance links to child protection issues.
- **Challenge & Improvement:** Question leaders when needed and drive continuous improvement

Leadership

Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance:

- **Lead by Example:** Set high expectations for attendance and punctuality.
- **Policies:** Develop and apply clear, statutory attendance policies.
- **Data & Monitoring:** Track attendance trends, set targets, and review progress.
- **Staff Expectations:** Make sure all staff know their role in promoting attendance.
- **Training:** Provide professional development on monitoring and intervention.
- **Early Intervention:** Act quickly to support students at risk of poor attendance.
- **Parental Engagement:** Work closely with parents to resolve attendance issues.

- Support for Vulnerable Pupils: Ensure extra help for children with SEND, medical, or safeguarding concerns.
- Recognition & Incentives: Reward and encourage good attendance.
- Policy Enforcement: Apply rules fairly and address unauthorised absences.
- Safeguarding: Link attendance monitoring to child protection where needed.
- Continuous Improvement: Adapt strategies to keep improving attendance.
- Positive Culture: Build a school culture where attendance is valued and celebrated

Senior Attendance Champion

The role of the Senior Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Senior Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

- Policies: Help leaders develop and apply attendance procedures.
- Data: Track patterns and highlight risks or problem groups.
- Early Intervention: Act quickly when concerns appear.
- Family Support: Work closely with parents, including home visits if needed.
- Mentoring: Support individual pupils to overcome barriers.
- Resources: Connect families with health, housing, or counselling services.
- Monitoring & Reporting: Keep accurate records and share data with leaders and authorities.
- Interventions & Incentives: Run strategies and rewards to encourage attendance.
- Staff Training: Equip staff with skills to promote attendance.
- Legal Compliance: Ensure laws and rules on attendance are followed.
- Safeguarding: Spot and report risks linked to poor attendance.
- Community Links: Work with outside organisations for extra support.
- Continuous Improvement: Review what works and adapt approaches.
- Positive Culture: Promote the message that good attendance matters

Teachers

In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children:

- **Monitor & Record:** Take accurate daily registers and report absences quickly.
- **Promote Punctuality:** Encourage students to arrive on time.
- **Early Action:** Spot patterns of poor attendance or lateness and raise concerns early.
- **Communicate with Parents:** Keep parents informed about attendance issues.
- **Support Students:** Provide academic and emotional support for those struggling with attendance.
- **Set Expectations:** Make it clear that regular attendance matters for learning.
- **Welcoming Classroom:** Create a positive, safe, and engaging environment.
- **Identify Barriers:** Notice issues like bullying, health, or family problems and report them.
- **Follow Policies:** Apply school attendance procedures consistently.
- **Work with Others:** Collaborate with attendance staff and colleagues.
- **Safeguarding:** Report any safety or wellbeing concerns promptly.
- **Be a Role Model:** Show commitment and punctuality yourself.

Parents/Carers

Parents/carers play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates:

- **Routine & Expectations:** Set a daily routine and make it clear that school attendance is non-negotiable.
- **Health & Wellbeing:** Ensure good sleep, nutrition, and address health or safety issues.
- **Communication:** Keep in touch with the school about absences, concerns, or problems.
- **Support Learning:** Help with homework, encourage a positive attitude to school, and show interest in learning.
- **Encouragement:** Celebrate successes and motivate your child to attend.
- **Monitoring:** Keep an eye on attendance and act quickly if problems arise.

Children

Children also play a significant role in attending school regularly and ensuring their educational success:

- **Commitment:** Understand that attending school regularly is key to learning and future opportunities.
- **Punctuality:** Arrive on time each day.
- **Positive Attitude:** Be open, motivated, and willing to engage in lessons.
- **Responsibility:** Complete homework, bring materials, and be prepared for school.
- **Communication:** Let parents/guardians know if you're unwell or facing issues.
- **Peer Relationships:** Build positive, respectful friendships.
- **Participation:** Join in class activities and group work.
- **Safety:** Follow school rules and report concerns.
- **Respect:** Show courtesy to teachers, staff, and classmates.
- **Problem-Solving:** Ask for help when facing academic or social challenges.
- **Goal Setting:** Set personal and academic goals to stay motivated.
- **Healthy Lifestyle:** Eat well, exercise, and sleep properly to stay well.
- **Attendance Awareness:** Value good attendance and aim for excellent records.
- **Ownership:** Take charge of your learning by being curious and asking questions.
- **Seeking Support:** Reach out to trusted adults if issues affect your attendance.