Maiden Erlegh Trust

SCHOOL ATTENDANCE POLICY

Including local arrangements in annexes for:

MAIDEN ERLEGH IN READING

Initial approval:	September 2024
Review frequency:	Annually
Date(s) reviewed:	

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils/students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil/student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils/students have the support in place to attend school

We will also promote and support punctuality in attending lessons.

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 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- It also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The School Advisory Board

The School Advisory Board is responsible for:

- Setting high expectations of all school leaders, staff, pupils/students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils/students, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils/students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils/students, but adapts processes and support to pupils/students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils/students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils'/students' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance

- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils/students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across schools.
- Holding the headteacher to account for the implementation of this policy
- Attendance will be reviewed by Trustees via the Standards Committee

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to School Advisory Board
- Supporting staff with monitoring the attendance of individual pupils/students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the attendance officer to be able to do so
- Working with the parents of pupils/students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils/students with SEND, including where school transport is regularly being missed, and where pupils/students with SEND face in-school barriers
- Communicating with the local authority when a pupil/student with an education, health and care plan (EHCP) has falling attendance, or where there are barriers to attendance that relate to the pupil/student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils/students and parents through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils/students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils/students and their parents/carers
- Delivering targeted intervention and support to pupils/students and families
- Contact information for the designated senior leader responsible for attendance can be found in Annex 1.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence

- Advising the headteacher or other person authorised by the headteacher when to issue fixed-penalty notices
- Contact information for the attendance officer can be found in Annex 1.

3.5 Class teachers/form tutors

Class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1).

3.6 School admin/office staff

School admin/office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the pastoral lead where appropriate, in order to provide them with more detailed support on attendance

3.7 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, whether they are married or not
- 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 expected to:

- Make sure their child attends every day on time
- Report their child's absence before 9am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the relevant pastoral lead at school.

3.8 Pupils/Students

Pupils/students are expected to:

- Attend school and lessons every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all pupils/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. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil/student is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil/student is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day timings are in outlined in Annex 1.

4.2 Unplanned absence

Parents must notify the school of the reason for the absence on the first day of an unplanned absence by 9am, or as soon as practically possible, by contacting the school using the details in Annex 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.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, 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.

When a child is unwell and absent over a short period (less than a week), the school will assume that they are not well enough to complete work. In this event, teachers will not normally provide work for children to complete but will support them to catch up on their return.

When a child is absent over a longer period due to an illness which is supported by a medical note the school will work with child and their family to arrange work for them as appropriate.

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.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment. The school may ask for evidence of the appointment.

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

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

4.4 Lateness and punctuality

A pupil/student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

When pupils/students do not respond to support and are repeatedly late to school without a valid reason we will apply consequences, details of which can be found in our Behaviour Policy.

4.5 Following up unexplained absence

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

- Call the parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil/student's emergency contacts, the school may undertake a home visit or contact the police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil/student was absent

- Call 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 an education welfare officer
- Where relevant, report the unexplained absence to the pupil/student's youth offending team officer
- Where appropriate, offer support to the pupil/student and/or their parents to improve attendance
- Identify whether the pupil/student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with the school may issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below).

4.6 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels. This is explained in Annex 1.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils/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 pupil/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 pupil/student is authorised to be absent for.

Leave of absence will not be granted for a pupil/student to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account 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 15 school days before the absence, and in accordance with any leave of absence request form (details in Annex 1). The headteacher may require evidence to support any request for leave of absence. If a pupil/student is over compulsory school age (e.g. sixth form), leave can be requested or agreed by the pupil/student or a parent they normally live with.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil/student's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil/student is attending educational provision
- If the pupil/student is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil/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 pupil/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 pupil/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

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil/student
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil/student must not be present in a public place on that day).

Each parent who is liable for the pupil/student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil/student, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil/student attends school.

They will include:

- Details of the pupil/student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with

- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

Other sanctions for poor attendance or punctuality

Could include

- A temporary or permanent ban from representing the school on trips, visits or public activities.
- A temporary or permanent ban from taking part in school social activities.
- The withdrawal of an allocated place on a school trip, visit or activity.

6. Supporting pupils/students who are absent or returning to school

6.1 Pupils/students absent due to complex barriers to attendance

We will work with pupils/students and their families on a case-by-case basis to encourage them back to school.

Where appropriate we will follow advice for Emotional Based School Avoidance and in some situations, we may introduce a part-time or modified timetable. In some instances, we will employ off-site provisions as a means to engage pupil/students.

We will liaise with Early Help, Social Care or other agencies as appropriate and necessary.

6.2 Pupils/students absent due to mental or physical ill health or SEND

Please refer to our Children with Health Needs Who Cannot Attend School policy.

Where a pupil/student has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil/student's needs, the school will inform the local authority.

6.3 Pupils/students returning to school after a lengthy or unavoidable period of absence

The Attendance Officer and or relevant pastoral leader will liaise with the pupil/student and their parents to aid a smooth transition back to school. In some instances, this may require a part-time or modified timetable.

7. Attendance monitoring

Attendance, absence and punctuality data is recorded electronically in our Management Information System, Bromcom.

7.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil/student, year group and cohort level.

Specific pupil/student information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the School Advisory Board.

Attendance data is also monitored by Trust School Improvement Team and the Board of Trustees.

7.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils/students, groups or cohorts that need additional support with their attendance, and
- Identify pupils/students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils/students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils/students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers/form tutors, to facilitate discussions with pupils/students and families, and to the School Advisory Board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil/student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils/students, where appropriate

7.4 Reducing persistent and severe absence

Persistent absence is when a pupil/student misses 10% or more of school, and severe absence is where a pupil/student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils/students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils/students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the School Improvement Director: Culture and Safeguarding. At every review, the policy will be approved by the Trust Education Standards Committee.

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Children with health needs who cannot attend school policy

10. Attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil/student is present at afternoon registration
L	Late arrival	Pupil/student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil/student is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil/student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil/student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil/student is on an approved work experience placement
B	Attending any other approved educational activity	Pupil/student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil/student is attending a session at another setting where they are also registered
Absent - leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil/student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil/student is at a medical or dental appointment
J1	Interview	Pupil/student has an interview with a prospective employer/educational establishment
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil/student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil/student is at a medical or dental appointment
J1	Interview	Pupil/student has an interview with a prospective employer/educational establishment
S	Study leave	Pupil/student has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil/student of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil/student is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil/student has been granted a leave of absence due to exceptional circumstances
Absent - other authorised reasons		
T	Parent travelling for occupational purposes	Pupil/student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil/student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil/student is unable to attend due to illness (either related to physical or mental health)

E	Suspended or excluded	Pupil/student has been suspended or excluded from school and no alternative provision has been made
Absent - unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil/student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil/student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil/student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil/student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil/student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil/student is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or Detained under a sentence of detention
Y6	Public health guidance or law	Pupil/student's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil/student is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil/student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil/student not on admission register	Pupil/student has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

ANNEX 1: KEY ATTENDANCE INFORMATION

The school day starts at 8:40am and ends at 3:10pm

The register closes at 9:15am. Arrivals after this time will be recorded as an unauthorised absence unless an explanation is provided, and the school accepts it as a justification.
If you need to report a student an absence you have the option of recording it on the Classcharts App, emailing merattendance@maidenerleghtrust.org or calling 01189668065 & selecting option1 to leave a voicemail.

The strategic lead for school attendance is:	Mr D Hood - Deputy Headteacher 0118 9668065
For support on a day-to-day basis, you should contact:	Mrs Sophie Morris - Attendance Officer 0118 9668065 ext. 118

We will regularly inform parents about their child's attendance and absence levels e.g. via half-termly written reports or you may receive a letter from our attendance officer if we have concerns about low attendance, this sometimes results in a follow up meeting or phone call to discuss in more detail, or it may result in being referred to an Educational welfare officer for additional support with attendance.

Parents can also access their child's attendance data directly using the Classcharts Parent and MCAS app.

For wider help and support with school attendance families can contact:

- Form Tutor, Head of Year or the Attendance officer.
- The Attendance Team at the Local Authority:
    - Reading: Click here
- Early Help is a service provided to families by the local authority to avoid situations escalating. The availability of provision varies between authorities, but it could be support from a Family Support Worker, Parenting Support, Youth Worker or Primary Mental Health Worker. Families can ask for help themselves or ask school to make a referral in their behalf.

ANNEX 2: STRATEGIES FOR PROMOTING AND IMPROVING ATTENDANCE AT MAIDEN ERLEGH IN READING

Our strategy at MER is based around the wider MET attendance improvement strategy and from the government working together campaign. We at MER look to:

EXPECT
Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

LISTEN AND UNDERSTAND
When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

FACILITATE SUPPORT
Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

FORMALISE SUPPORT
Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

ENFORCE
Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

Rewards & Incentives

Reward / Incentive	**When & How?**
DREAM Points & certification	Weekly - +5 DREAM points for 100% in a week Termly - +10 DREAM Points for 96% and above in a term and termly certificate Yearly – an additional +10 DREAM points for 96% and above over the year and yearly certificate
Competition	Tutor group – Rewards given to the top tutor **and or** most improved tutor group in each term Year Group – Rewards given the top year group **and or** most improved tutor group in each term House – Overall rewards and DREAM points given to highest attendance across the houses
Public recognition	Weekly – shout outs to tutor groups and or individuals who have over 96% that week and or most improvement made Termly – recognitions and shout outs in celebration assemblies each term, including in whole school assemblies
Attendance Raffle	Termly (3 time a year) – students who attend on time and have over 96% attendance that term get entered into a draw to win various prizes (gift vouchers / cinema tickets amongst many others) Yearly – students who have made it into these raffles during the year get entered into the yearly raffle to win further prizes *Example rewards: gift vouchers / cinema tickets / free lunch amongst many others*
Other	Rewards trip – students who have 96% attendance and or who have 100% attendance for a term (large term) are eligible for our whole school rewards trip Golden ticket – this get students to the front of the line at lunch Hot chocolate with the head – hot cholate and pastries with the head.

How will we action this strategy?

Action plans in place to improve attendance

Timescale	Attendance profile	What needs to be done	Who by/who with
Day 1	Any absence without reason **and or** 96 – 100%	- **First-day-of-absence contact and or welfare call** - Monitor	School Administrative Officer/Attendance Officer/Form tutor / class teacher
Day 3	No response or concern about explanations **and or** 93 – 96%	- **Letter 1** - **Intervention phone call from HOY/Tutor /** - **Support meetings** - **Targeted reports** - **Celebrate improvements**	Any of the above and HOY,
Day 6 or further three days	No response or concern about explanations **and or** 90 – 93%	- **Letter 2** - **Student and parent meetings** - Attendance improvement plan - Close monitoring - Celebrate improvements - Possible early intervention plan by EWO	Any of the above as well as any other relevant school staff, e.g. Phase lead, Attendance Officer, SENCO, SLT
Approximately six weeks (NB sooner if child completely absent)	Further unauthorised absence Attendance below **90 per** cent	- Meeting to review plan and agree a request for support / referral to EWO - EWO to refer to BFFC if below 85%	As above & EWO
Referrals	Further unauthorised absence 85% and below	- BFFC to review case a consider actions	BFFC / EWO / SLT

Traffic light monitoring system

100 – 96%

Attendance levels are good to excellent

Positive encouragement/incentives/rewards to maintain high levels of attendance.

96 – 93%

Attendance levels beginning to cause concern

Analyse data and provide reports to regularly monitor attendance/reasons for absence, patterns etc.

Letter 1 from school staff warning parents of concern and

advise that future absences not to be authorised unless medical evidence is provided

93 – 90%

Attendance levels causing more significant concern

Letter 2 Parents invited to a meeting/attendance panel at school and Attendance Action Plan/contract agreed.

A date for plan/contract to be reviewed agreed at the

meeting (three to four weeks), individual attendance target set.

90% and below

Attendance decreased to an unacceptable level – below persistent absence rate – despite interventions by school staff

*Below 90% – refer to EWO

**Below 85% – refer to BFFC

ANNEX 3: FIRST DAY CALLING

These are the current procedures for First Day Calling:

START OF EACH DAY

REPORT ON CLASSCHARTS APP	EMAIL MESSAGES	PHONE MESSAGES
This information come directly through to the attendance officer who will record it accordingly.	Attendance officer to collate information and record on Classcharts accordingly.	Attendance officer collate answer telephone messages.

08:38 – 09:05
Tutors take registers on Classcharts

09:30
All registers are reviewed by the Attendance Officer who prepares a single list of students who are absent.

Between 9:30 – 10:00
Attendance Officer starts process of contacting parents:
- Text messages are sent to all students not listed as high risk asking parents to provide an explanation for student absence.
- In addition to a text some parents are contacted by telephone where a risk assessment is in place.

WHERE AN EXPLANATION IS GIVEN
Attendance Officer decides on the appropriate attendance code & enters this onto Classcharts.

IF A PARENT THINKS THEIR CHILD IS IN SCHOOL	WHERE THERE IS NO RESPONSE BY PARENT
• On Patrol alerted to do a sweep of the school and talk to student's friend(s) • HOY & DSL consulted, incident recorded on CPOM • Parents advised to call the police on 101 and report as missing.	If there is no parent communication after texts and calls, head of year is informed and if a risk assessment is in place safeguarding are informed. This will be recorded and an unauthorised absence

ANNEX 4: PROCEDURES FOR POTENTIAL CHILDREN MISSING IN EDUCATION

1. See Annex 3 for actions relating to persistent or regular unauthorised absence.

2. For actions regarding Exclusions see the Behaviour and Exclusions policy.

3. Where we are aware that a student is moving to a new, named, school, we post the student's Common Transfer File (CTF) on the s2s website to the destination school.

4. Where we are aware that a student is moving to abroad, to an independent school or to school not using Common Transfer Files, the CTF is posed on the s2s website to the out of maintained school destination.

5. Where we are aware that a student is moving to a British Forces school (a) if we know the name of the school we transfer the CTF using the s2s website to destination SCE School.

(b) If we do not know the name of the school, we refer the student to the CME team (children missing education) at Brighter Futures for Children.

6. Where we are aware that a student has left or is leaving and we do not know the destination school, we refer to the CME team (children missing education) at Brighter Futures for Children.

We use Readings Children Missing in Education Policy as a guide