Attendance Policy

Date policy last reviewed: __July 2024__

Date of next review: ___July 2025___

Signed by:

__A Martin__   Principal   Date: 15th July 2024

__M O'Connell__   Chair of Governors   Date: 15th July 2024

Vision

Developing people of good character who achieve excellence and make a positive contribution to their communities.

Mission
Our mission is to ensure that:
– students develop the knowledge, skills and character to live happy, healthy and successful lives

– all are included and work hard to fulfil their potential regardless of background or starting point

– student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

Our Core Values…
All our work will be underpinned and driven by the following core values:

- **Determination**
  - Have the courage to work hard and keep going with a relentless drive to achieve excellence.

      "Run in such a way that you may win" 1 Corin 9 v 24

- **Integrity**
  - Have the strength of character to choose honesty and truth at all times and be accountable for our actions.

      " We are taking pains to do what is right not only in the eyes of the Lord but also in the eyes of man" 2 Corin 8 v21

- **Ambition**
  - Have the belief and drive to succeed, placing no limits on what can be achieved

      " I can do all things through Christ who strengthens me" Phillips 4 v 13

- **Humility**
  - Recognise and respect the value of everyone and celebrate success together.

      "Be completely humble and gentle; be patient, bearing with one another in love" Ephesians 4v2

- **Compassion**
  – Comfort and support all those in need and offer grace to all in our community.

      "Be like minded, be sympathetic, love one another, be compassionate and humble" 1 Peter 3 v 8

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Mission Statement

Magnus Church of England Academy is a Christian community that places emphasis on creating a culture of respect, trust and support. We care about and invest in our communities and each other. The academy believes sincerely that all students benefit from the education it provides and therefore from regular school attendance. To this end the Academy will do as much as it can to ensure that all students achieve maximum possible attendance and that any problems, which may impede full attendance, are acted upon as quickly as possible.

Student performance and well-being go hand in hand. Students can't learn if they don't feel safe or if health problems are allowed to create barriers. Magnus Academy fully embraces the five strands of the Every Child Matters agenda and uses these to inform decisions in our dealings with young people.

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 students
> Promoting good attendance and the benefits of good attendance
> Reducing absence, including persistent and severe absence
> Ensuring every 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 students have the support in place to attend school

We will also promote and support punctuality in attending school and 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 (Student 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 student's attendance: guidance for schools

It should be read in conjunction with:

> Code of conduct for parents, carers and visitors which is available on the school website here:
> SNMAT-Code-of-Conduct-Parents-Carers-and-Visitors-March-23-approved.pdf (magnusacademy.co.uk)

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

> Setting high expectations of all school leaders, staff, 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 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 students who need it most by prioritising staff and resources
> Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
> Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual 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 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:
>   o The importance of good attendance
>   o That absence is almost always a symptom of wider issues
>   o The school's legal requirements for keeping registers
>   o The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific 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 principal to account for the implementation of this policy

The link governor for attendance is Mr M O'Connell (Chair of Governors). As link governor, he undertakes additional monitoring and quality assurance activities to ensure this policy is implemented effectively to improve attendance.

3.2 The principal

The principal is responsible for:

> The implementation of this policy at the school
> Monitoring school-level absence data and reporting it to governors
> Supporting staff with monitoring the attendance of individual 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 students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
> Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
> Communicating the school's high expectations for attendance and punctuality regularly to 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 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 students and their parents/carers

> Delivering targeted intervention and support to students and families

The designated senior leader responsible for attendance is Mrs L Donaldson (Vice Principal) and can be contacted via ldonaldson@magnusacademy.co.uk.

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 principal
> Working with education welfare officers to tackle persistent absence
> Advising the principal when to issue fixed-penalty notices

The attendance officer is Mrs C Rogers and can be contacted via crogers@magnusacademy.co.uk.

3.5 Heads of Year
> Liaising with behaviour and attendance leaders at weekly meetings to discuss concerns and interventions
> Making contact with parents of students with attendance/truancy concerns to develop relationships and inform or interventions
> Lead intervention strategies and attendance initiatives and keep subject staff and tutors informed e.g. of students on report and those likely to truant
> Encourage tutors to be proactive in monitoring tutor group attendance and to take an interest in individual students' pattern of attendance
> Maintain high profile of attendance by keeping it on the agenda at meetings
> Encourage good punctuality and monitor lates
> Assist with achievement assemblies and organise rewards for attendance
> To liaise with the Family Service to ensure reintegration of persistent absentees.

3.6 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information via the school electronic register system within the first 10 minutes of a lesson.

If, for any reason, the school electronic register system cannot be completed, class teachers are responsible for highlighting this as an urgent issue via Team SOS for the duty team to resolve to ensure all students are registered.

All class teachers have a responsibility to promote high levels of attendance for all the students they teach.

3.7 Form Tutors

Form tutors are responsible for recording attendance in tutor time sessions and for promoting good levels of attendance with all their tutees. This includes providing attendance mentoring and support as required.

All form tutors have a responsibility to promote high levels of attendance for all students in their tutor group.

3.8 Reception staff

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

3.9 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, including attending all timetabled lessons
> Contact the school to report their child's absence before 8.15am on the first day of the absence and each subsequent day of absence, and advise when they are expected to return. This can be done via phone call,

Class Charts or emailing attendance@magnusacademy.co.uk

> Provide the school with more than 1 emergency contact number for their child

> Ensure that appointments for their child are made outside of the school day, unless in exceptional circumstances
> Work with the school to ensure their child maintains high levels of attendance throughout their time at school
> Support their child in catching up with any lost learning caused by absence
> 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 either the child's pastoral leader or the attendance officer, who can be contacted via ClassCharts, or attendance@magnusacademy.co.uk
> Engage with meetings arranged by the school. If you cannot make the meeting, contact the Academy to rearrange. Please be aware extra days absences due to rearrangement may not be authorised.
> Where agreed, provide supporting evidence that the child is unfit for school.
> Book holidays outside of school time.

3.10 Students

Students are expected to:

> Attend school every day, on time, including attending every timetabled lesson, on time
> Catch up with any missed learning caused due to absence
> Attend any detention set due to poor punctuality or truancy, inline with the Behaviour Policy

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every 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:

> For students of compulsory school age, whether the absence is authorised or not
> The nature of the activity, where a student is attending an approved educational activity
> The nature of circumstances, where a 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 starts at 8.30am and ends at 15.15pm.

Students must arrive in school by 8.25am on each school day.

The register for the first session will be taken at 8.30am and will be kept open until 9am. The register for the second session will be taken at 12.05pm and will be kept open until 12.35pm.

4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence

by 8.15am or as soon as practically possible, by reporting the absence on ClassCharts or by calling the school absence line on 01636 680066.

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 4 days, or there are doubts about the authenticity of the illness, the school will 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.

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

Any absence interrupts the continuity of student's learning and should be avoided other than in exceptional circumstances. Applications for other types of absence in term time must be made in advance.

Missing registration for a medical or dental appointment is usually counted as an authorised absence (where the appointment could not be scheduled outside of academy hours); advance notice is required for authorising these absences.

Parents are encourages to make medical and dental appointments out of academy hours were possible. Where is not possible, the student should be out of the academy for the minimum amount of time necessary.

To request a planned absence, parents need to: contact the Academy with as much notice as possible (a minimum of two weeks) and provide letters, messages, or appointments cards as proof of need for the absence in school time.

The 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 student who arrives late:

> Before the register has closed will be marked as late, using the appropriate code (L)
> After the register has closed will be marked as absent, using the appropriate code (U)
> AM registration closes at 9am and PM registration closes at 12.35pm.

Students, who arrive late more than 2 times, in a four week period, will be placed on punctuality monitoring for a period of four weeks.

4.5 Following up unexplained absence

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

> Send a message via ClassCharts to alert the parent that their child has not arrived to school as expected
> Call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, have no reason for the absence, or the Academy has cause for concern about the reason given, the school may conduct a home visit, or contact other external agencies, including social care and the police if deemed necessary
> 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 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, have no reason for the absence, or the Academy has cause for concern about the reason given, the school will consider further home visits and contact with other external agencies, including social care and the police if deemed necessary
> Where relevant, report the unexplained absence to the student's youth offending team officer
> Where appropriate, offer support to the student and/or their parents to improve attendance
> Identify whether the 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: issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.

4.6 Childing Missing in Education

Where a child is suspected as being missing from education we follow local authority guidance:

The Data Protection Act places obligations on all agencies that process, store and share information on any

individual. It is important to have full regard to the requirements of the Act. Each school has a Data Protection

Notification which details the circumstances under which data is managed. Nothing in the legislation prevents a school sharing information with the police or social services where it is believed that a child or young person under

the age of 18 is at risk of harm or is in need of safeguarding.

4.7 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels.

This is accessible to all parents on a daily basis via Class Charts.

In addition, students will be given regular information regarding their attendance via their school planners, which parents are expected to sign weekly.

Parents will also receive attendance information four times per year inline with our Assessment Policy, when they receive information about their child's academic progress.

Where there is a concern about a child's attendance, parents will receive information more frequently to highlight improvements or increasing concerns about a child's attendance.

4.8 Removal from the school roll

There are strict guidelines on the circumstances under which a student may be removed from the school roll. These are detailed in Student Registration Regulations 2006. Removal from school roll under circumstances other than those detailed below is illegal.

> Where a school has been notified that the student has been registered as a student at another school.
> Where a student has ceased to attend the school and the parent(s) have satisfied the County Council that the student is receiving education otherwise than by attendance at the school (Elective Home Education).
> Where the school has been notified by the School Medical Officer that the student is unlikely to be in a fit state to attend the school before becoming legally exempt from the obligation to attend school.
> Where the student has been absent without reasonable cause for 20 school days and the principal of the school has failed, after reasonable enquiry and consultation with the Education Welfare Service to obtain information on the cause of the absence.
> Where the principal has been notified that the student has died.
> The student has had 20 days continuous unauthorised absence and both the local authority and the school have tried to locate the student.
> Where a student has failed to return from an extended family holiday after both the school and the local authority have tried to locate the student.
> Where a student will cease to be of compulsory school age before the school next meets and has notified an intention to discontinue in attendance.
> Where the student has been permanently excluded and this decision has been confirmed by the Student Discipline Committee.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The principal will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

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

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

A leave of absence is granted at the principal's discretion, including the length of time the student is authorised to be absent for.

We define 'exceptional circumstances' as one off events, which are unavoidable.

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

As a leave of absence will only be granted in exceptional circumstances, a leave of absence will not be granted for

the purposes of a family holiday.

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 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the Academy website: [https://magnusacademy.co.uk/wp-content/uploads/2017/01/Leave-of-Absence-From.pdf]. Printed copies of the form are available from reception if needed. The principal may require evidence to support any request for leave of absence. If a student is over compulsory school age (e.g. sixth form), leave can be requested or agreed by the 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 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 student is attending educational provision
> If the student is currently suspended or excluded from school (and no alternative provision has been made)

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

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

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 principal (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 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 student must not be present in a public place on that day).

Each parent who is liable for the 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 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 student attends school.

They will include:

> Details of the 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

6. Strategies for promoting attendance

6.1 Proactive Attendance Support Strategy (PASS)

Magnus Church of England Academy believes that all stakeholders should be clear with regards to what to expect should a student's attendance fall below our attendance thresholds.

Working together to improve school attendance (August 2024) makes clear that all parties; including schools, parents, multi-academy trusts and local authorities should place a strong emphasis on attendance. At Magnus Church of England Academy, we consider each student's previous year's attendance before determining when to activate support for the student and parent. Our attendance support systems are organised into tiers of support.

All students are expected to attend every session but where a student's attendance falls below our thresholds of 96%, or if anomalous patterns of attendance are discovered, our attendance procedures will be instigated according to the tiers of support shown in the table below.

Attendance Category	Description	Support Tier	
		When will our attendance procedures by activated?	What stage will our attendance procedures be activated?
Good attenders Students who attended the academy well.	Those with 96%+ cumulative attendance for the previous academic year.	After October half-term, but only if students attendance drops below our threshold of 96% attendance.	Stage 1
Regular attenders Students who attended the academy regularly	Those with 90-96% cumulative attendance for the previous academic year.	Immediately but only if student attendance drops below our threshold of 96% attendance.	Stage 2
Persistently absent (PA) Students who were persistently absent	Those with attendance below 90% cumulative attendance for the previous academic	Immediately but only if student attendance drops below our threshold of 96% attendance.	Stage 3

	year.		
Severely absent (SA) Students who were severely absent *Critically absent (CA)	Those with attendance below 50% cumulative attendance for the previous academic year. Those whose attendance falls below 20%.	Immediately but only if student attendance drops below our threshold of 96% attendance.	Stage 4

Stage 1: A letter reminding parents about the importance of good attendance and attendance protocols for the Academy.

Stage 2: A letter and pastoral welfare check to discuss any concerns around attendance and close monitoring for next four weeks.

Stage 3: A letter and phone call with the Attendance and Welfare team and close monitoring for the next four weeks.

Stage 4:A letter and formal meeting with the Attendance Officer – Mrs C Rogers – where an action plan will be developed to support attendance,

If attendance is still a concern, this will then proceed to involvement from the local authority, including fixed penalty notices, enforcement and referrals to other agencies, if deemed necessary.

6.2 Strategies to recognise good attendance

We ensure that all students with good attendance are recognised for this in the following ways:

- Weekly prize draw for all students with an unbroken week of attendance the preceding week

- Half-termly certificates recognising students with attendance over 96%
- Termly prize draw for students with attendance over 96%
- End of half-term prize draw for students attending on the final day of term.
- Recognition in Academy Awards for any student with 100% attendance for the year.

6.3 Communication regarding attendance

We ensure students and parents/carers receive regular information about their attendance in the following ways:

- All students receiving information weekly during tutor time about their attendance
- Students receive half-termly information detailing how many broken weeks of attendance they have had
- Parents receive attendance information via ClassCharts and through Progress Reports sent our 4x per year
- The importance of good attendance is promoted in every Act of Worship, including whole-school and year-group Act of Worship.

6.4 Family Service

The Family Service offer a wide range of services aimed to support young people to ensure their success in school. The school will refer to targeted support to access support for the young person and their families where necessary to improve attendance. Legal services will also be accessed through this service when all reasonable support has failed to ensure attendance.

Further details from Pathway to Provision, Version 2 January 2012. Has specific responsibility for working with traveller children and their families to ensure expected levels of attendance and retention of GRT students. Will liaise with HoY and the Attendance Officer as necessary.

6.5 Liaising with external agencies

Research has shown that schools in partnership with the full range of support services have a greater impact on school attendance than when they act alone or when the support services are uncoordinated or disjointed.

At Magnus Church of England Academy we work closely with a full range of services and a MultiAgency meeting is held each half term.

These are the main support services, many of which come under the umbrella of the Targeted Support Service:
• Behaviour Support Service
• Educational Psychologists
• Inclusion Support Service
• Social Services
• Youth Service
• Targeted Youth Support
• Local police
• CAMHS
• Youth Offending Service
• Young people's substance misuse service

7. Supporting students who are absent or returning to school

7.1 Students absent due to complex barriers to attendance
As an Academy, we recognise that some students have a range of complex barriers that make regular school attendance difficult.
For students where this is the case, we implement the following strategies as appropriate:
  - Identification of a lead professional in school to be the key point of contact for the family
  - Regular meetings with the family and child to promptly unpick any new issues that arise
  - An Attendance Support Plan to be implemented for 6-12 weeks to provide enhanced support
  - Meet and Greet in the morning to welcome students to the Academy

7.2 Students absent due to mental or physical ill health or SEND
As an Academy, we recognise that some students may be absent due to mental or physical ill health or due to SEND needs.
For students where this is the case, we implement the following strategies as appropriate:
  - Identification of a lead professional in school to be the key point of contact for the family
  - Regular meetings with the family and child to promptly unpick any new issues that arise
  - Liaising with other professionals as appropriate
  - For students with repeated absences due to illness, creating a medical plan to support them in managing any physical ill health symptoms in school
  - Reviewing students SEND plans to ensure they meet the needs of the student.

Where a 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 student's needs, the school will inform the local authority.

7.3 Students returning to school after a lengthy or unavoidable period of absence
As an Academy, we do all we can to support students returning to school after a lengthy or unavoidable period of absence.
For students where this is the case, we implement the following strategies as appropriate:
  - Host a reintegration meeting with the child and family to agree a package of support. These are often bespoke and tailored to the needs of the specific child, and are referred to as 'Pastoral Support Plans'.
  - Identification of a lead professional in school to be the key point of contact for the family for a period of time.
  - Assessment of any knowledge gaps and implementation of intervention to address these.

8. Attendance monitoring

8.1 Monitoring attendance

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

The school will monitor a range of factors linked to attendance, such as, but not limited to:

- Regular patterns of absence
- Broken weeks of attendance
- Attendance at the end of term
- Attendance on a student's birthday

Specific 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 governing board.

8.2 Analysing attendance

The school will:

> Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and
> Identify 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

8.3 Using data to improve attendance

The school will:

> Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
> Provide targeted support to the 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 form tutors, to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)
> 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 student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a 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
> Support provided by the Attendance and Welfare team when attendance is 90% of lower.
> Discuss students regularly at weekly 'Inclusion Meetings' to coordinate support offered.
> 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 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:
  - o Discuss attendance and engagement at school
  - o Listen, and understand barriers to attendance
  - o Explain the help that is available
  - o Explain the potential consequences of, and sanctions for, persistent and severe absence
  - o 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 students. In doing so, the school will sensitively consider some of the reasons for absence

> Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every 12 months by Mrs L Donaldson, Vice Principal. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

> Child protection and safeguarding policy
> Behaviour policy

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	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	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	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	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence

		due to exceptional circumstances
Absent – other authorised reasons		
T	**Parent travelling for occupational purposes**	**Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes**
R	**Religious observance**	**Student is taking part in a day of religious observance**
I	**Illness (not medical or dental appointment)**	**Student is unable to attend due to illness (either related to physical or mental health)**
E	**Suspended or excluded**	**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**	**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**	**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**	**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**	**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 student absent as the school is closed unexpectedly (e.g. due to adverse weather)**
Y5	**Criminal justice detention**	**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**	**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**	**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**	**Student has arrived late, after the register has closed but before the end of session**
	Administrative codes	
Z	**Prospective student not on admission register**	**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**