Redborne Upper School

Attendance and Punctuality Policy

This policy will be monitored annually by the Assistant Head responsible for Pastoral: Respect & Responsibility (James Trapp).

This policy will be evaluated and reviewed every three years by the pastoral committee and the senior leadership team.

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Head teacher.

Date approved by governors: October 2026

Date of union consultation:

Date for Review: July 2029

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School acknowledgement

The governing body is committed to providing an education of the highest quality for all its students and recognises this can only be achieved by supporting and promoting excellent school attendance.

This is based on the belief that by attending school regularly and punctually young people will be able to take full advantage of the educational opportunities available to them.

High attainment thus depends on good attendance where school staff, students and parents work together. National data indicates that students with an attendance rate below 95% often fail to achieve their potential in GCSE.

The school will:

- ensure that this policy is consistently applied and clearly communicated to all parents and carers, students and staff
- work actively to maximise attendance rates - both in relation to individual students and for the student body as a whole
- support parents and carers in ensuring the regular and punctual attendance of students and promptly respond to any issue which may lead to non-attendance
- be sensitive to the needs of individual parents and carers eg some parents and carers may have difficulty understanding written communications, need the assistance of a translator or may be reluctant to come into school.

Attendance and Punctuality Policy

1. Roles and Responsibilities

1.1 The Assistant Head will oversee, direct and co-ordinate the school's work in promoting regular and improved attendance and will ensure the Attendance and Punctuality Policy is consistently applied throughout the school.

1.2 The Pastoral Support Officers will monitor attendance and punctuality daily and code absences using the designated DfE codes. In preparation for the fortnightly meeting to review attendance the Data Manager will produce attendance and late data for all students. Students Who have hit a trigger point in that cycle will be discussed with year staff, the designated PSO for the year group, the Attendance Officer from the LA and the Assistant Head and appropriate action will be taken to improve attendance. Trigger points are identified in Appendix 4

1.3 All staff will have a key role to play in supporting and promoting excellent school attendance and will work to provide an environment in which all our students are eager to learn, feel valued and look forward to coming to school every day. Staff also have a responsibility to set a good example in matters relating to their own attendance and punctuality.

2. Collection and Analysis of Data

2.1 The Assistant Head will ensure that attendance data is complete, accurate, analysed and reported to the senior leadership team, parents and the governing body.

2.2 The data will inform the school's future practice to improve attendance and punctuality. Attendance is monitored by year group and by reasons for absence. It is also analysed by gender, ethnicity, pupil premium, students with special educational needs, and those who are vulnerable to poor attendance.

2.3 Accurate attendance returns are made to the DfE within the stipulated time frame.

3. Registration and Attendance Register

3.1 Registers are important legal documents and it is essential that they accurately record the attendance of all students.

3.2 Electronic registers are taken at the start of the day during AM registration (between 8.40am-9:05 am) and again during period 4 (between 12.35pm-1.35pm). A register must also be taken at the beginning of every lesson.

3.3 For health and safety reasons it is important that the school knows who is on the school site, when they are expected to be. Students arriving late should therefore report to either north or south school offices. For the same reason it is important that students leaving the premises legitimately (e.g. for a medical appointment), or returning to school later in the day should inform staff in one of the offices and sign in.

3.4 Post-registration truancy occurs when a student goes missing from school having previously registered for the session. This behaviour not only means the student will not be receiving a

full-time education, it also potentially renders him/her vulnerable to harm. The school takes this very seriously and will endeavour to ensure it does not happen. If, however, a student appears to have left the premises without authorisation, the school will try to make contact with their parents immediately.

3.5 In order to track students' whereabouts throughout the day, deal with any truancy that occurs after morning or afternoon registration and to ensure the safety of students, subject teachers will take a register at the beginning of every lesson to record absence and lateness. Any sudden absences that occur during the day will be picked up by subject staff and the PSO for the relevant year group. Action will then be taken to locate the missing student.

4. Authorising Absence and Approved Educational Activities

4.1 The school recognises the clear links between attendance and attainment, and attendance and safeguarding children. It recognises that inappropriate authorisation of absence can be as damaging to a student's education as unauthorised absence, will potentially send a message to parents that any reason for non-school attendance is acceptable and can make children vulnerable to harm.

4.2 If absence is frequent or continuous, and except where a child is clearly unwell, staff will discuss with parents about the need and reasons for their child's absence and will encourage them to keep absences to a minimum. A note or explanation from a student's home does not mean an absence becomes authorised.

4.3 The decision whether or not to authorise an absence will always rest with the school.

4.4 Absence will be authorised in the following circumstances:

- where leave has been granted by the school in advance;
- a student is to participate in an approved performance for which a licence has been granted by the Local Authority;
- a student is involved in an exceptional special occasion – in authorising such an absence the individual circumstances of the particular case and the student's overall pattern of attendance will be considered;
- in exceptional circumstances, permission has been granted for a family holiday for which the parents have sought permission in advance;
- where the school is satisfied that the student is too ill to attend;
- where the student has a medical appointment (parents will be encouraged to make these out of school hours wherever possible, and to return their child to school immediately afterwards – or send him/her to school beforehand);
- where there is an unavoidable cause for the absence which is beyond the family's control, eg extreme weather conditions;
- the absence occurs on a day exclusively set aside for religious observance by the religious body to which the student's parents belong;
- in other exceptional circumstances (eg a family bereavement) and for a very limited period.

4.5 Except in the circumstances described above, absences will be unauthorised.

4.6 Some examples of reasons for not authorising absence would be:

- no explanation has been given by the parent;
- the school is not satisfied with the explanation;
- the student is staying at home to mind the house or siblings;
- the student is shopping during school hours;

- the student is absent for unexceptional reasons, eg a birthday;
- the student is absent from school on a family holiday without prior permission;
- the student has been stopped during a truancy sweep and is unable (or the parent is unable) to give a satisfactory reason for the absence

4.7 In October 2014 The Department for Education issued the following advice to schools regarding holidays in term time:
Headteachers should not grant leave of absence unless there are exceptional circumstances. The application must be made in advance and the Headteacher must be satisfied that there are exceptional circumstances based on the individual facts and circumstances of the case which warrant the leave. Where a leave of absence is granted, the head teacher will determine the number of days a pupil can be away from school. A leave of absence is granted entirely at the Headteacher's discretion.

4.8 A Penalty Notice may be issued where a student takes a holiday during term time and the absence has not been authorised by the school. If a holiday is taken during term time, parents or carers should complete a 'Leave of Absence' form and return the form to the appropriate head of year. Leave of Absence forms are available online or in reception. This should be not less than two weeks before the absence is due to start.

5. Strategies for Managing and Improving Attendance and Punctuality

Attendance

5.1 Where there is an emerging pattern to a student's absence, with or without explanation, the student may be put on an Attendance Intervention Programme (See Appendix 3). It will be explained to parents that any future absences will be unauthorised unless there is clear evidence of a good reason for them. The local authority Attendance Officer may also attend this meeting. The stages of the attendance Protocol can be found in Appendix 1.

5.2 Parents or carers are asked to provide medical evidence to explain why their child is absent. Evidence could consist of a copy of a text message or appointment card, a copy of a prescription or where there are serious concerns about levels of absence, more detailed information may be required.

5.3 If there continues to be unauthorised absence by the end of the specific time (or sooner if the student is failing to attend school at all), the matter will be formally referred to the Access and Inclusion Service.

5.4 Under Section 23 of the Anti-Social Behaviour Act 2003 if a student is absent from school without authorisation we may ask the local authority to issue a Fixed Penalty Notice (FPN) of £60. This £60 FPN is per responsible adult. A Penalty Notice may be issued if a student has accrued at least 10 sessions (5 days) of unauthorised absence during the previous 12 school weeks. If the Penalty Notice is not paid within 21 days of receipt of the Notice, the Notice rises to £120 if paid within 28 days. The Access and Inclusion Service may issue up to two Fixed Penalty Notices in a single school year.

5.5 Each year team will devise and regularly update a first response list. If students on the first response list are known to be absent, and there is no supporting contact from parents or carers, the relevant PSO will contact home as soon as possible. In the event of PSO absence, a cover PSO will complete this task.

Punctuality

5.6 Students are expected to arrive at school, and be in the correct room, on time, every day. It is very disruptive to their own education and that of others in their class, if they are late.

5.7 Students who arrive after the register closes (9:05am) will be marked absent for the whole session (a session being a morning or an afternoon). This absence will be unauthorised unless the school is satisfied that there is a legitimate reason for the student to be late. Such a reason will not include things such as missing the bus, clothes in the washing machine or lost shoes.

5.8 A student who is persistently absent through lateness may be referred to the Access and Inclusion Service.

5.9 Students who are late to AM registration receive an on-the-day lunchtime detention of 20 minutes. Deliberate failure to attend will result in a 40 minute detention after school, served on the same day wherever possible.

6. Study Leave

6.1 The school believes that students' needs are best met if they attend school every day in the period leading up to examinations.

6.2 No study leave will be granted during this period and students will be expected to attend school in the usual way. Study leave will only be granted to years 11, 12 and 13 students during the time of the summer examination period.

6.3 Should any students wish to attend school (or should their parents wish them to) on the days and at times when they are not sitting examinations, arrangements will be made for them to do so.

6.4 The school will work within the legal requirements of:

- study leave should only be granted to years 11, 12 and 13 students and never to students in years 9 and 10;
- it should always be granted sparingly, taking account of an individual student's ability to manage and benefit from unsupervised study;
- any student has the right to attend school during study leave and a parent has the right to insist he/she does so;
- any sessions given to students as study leave have a statistical meaning of authorised absence (it is not an 'approved educational activity' as it is unsupervised) and will be recorded as such.

7. The Use of Legal Action

7.1 If a student fails to attend school regularly without a legitimate reason and attempts by the Attendance Officer and the school fail to secure that student's return to regular attendance, the Local Authority will take legal action.

7.2 A complaint may be laid against the parents in the Magistrates' Court under Section 444 of the Education Act 1996, or an Education Supervision Order relating to the student under Section 36 of the Children Act 1989 will be applied for.

7.3 Any exceptional mitigating circumstances relating to the student's absence will be taken into account, when considering legal action.

7.4 Exceptional mitigating circumstances' will be determined by the Assistant Head and the Head

of Year If, after legal action has been taken, the student still fails to attend school regularly the Attendance Officer will keep the case open and will, if appropriate, take further legal action at a subsequent date.

7.5 In cases where parents wilfully withhold a student from school, or persistently refuse to co-operate with efforts aimed at affecting a return to satisfactory school attendance, the Access and Inclusion Service will promptly begin legal proceedings on the grounds that no other course of action is available.

8. Deleting a Student from the Register

8.1 A student's name may not be deleted from the attendance register unless it has also been deleted from the admissions register.

8.2 A student of compulsory school age shall have their name deleted from the admissions register when:

- the school has received written notification from the parent that they are educating the student themselves (Elective Home Education);
- the student has ceased to attend the school and no longer lives within a reasonable distance of the school;
- the student is certified by the School Medical Officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age and neither the student or the parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age;
- the student will cease to be of compulsory school age before the school next meets and intends to cease to attend. (All registered students are required to remain at school until the leaving date - last Friday in June. "At school" includes for these purposes approved educational activities undertaken off site, including work experience);
- the student has been permanently excluded and the exclusion has been upheld.

8.3 The school will undertake the following actions whenever a compulsory age student leaves at non standard transfer times, before completing the school's final year or joins the school after the start of the first year

8.4 The standard transfer point is as follows: In September (start of the school year): NC Year 8 to NC year 9 (Transfer from Middle to Upper). If a child starts or leaves outside the standard transfer points (listed above) we will notify the LA.

8.5 We will (outside transfer points):

1. Inform the LA when we are about to delete a student's name from the admission register for the following reasons in addition to those which they are currently required to (see above):
    - Student stops attending school if it is named in a school attendance order
    - Student stops attending one school while registered at two schools
    - Student has not returned within 10 days after the expiry of a period of authorised absence and we do not have reasonable grounds to believe that the student is unable to attend the school by reason of sickness or any unavoidable cause; and the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the student is (NB The school and LA will work cooperatively in investigating)
    - Student has been absent from school for 20 days (continuous) without authorisation and the school does not have reasonable grounds to believe that the student is unable to attend the school by reason of sickness or any unavoidable cause; and the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the student is

- Student has died
- Student stops attending other types of school

2. Record details of the student's residence, the name of the person with whom they will reside, the date from which they will reside there, telephone number and the name of the destination school (where we can reasonably obtain this information)
3. Inform the LA of the student's destination school and home address if the student is moving to a new school

8.6 We will complete a 'Notification of Removal from School Roll' form (link below) each time we remove a student. This is now a legal duty.
https://www.centralbedfordshire.gov.uk/officeforms/RemovalFromSchoolRoll.ofml

9. Adding a student to the register

9.1 We will (outside transfer points), when a child is newly registered:

1. Provide information to the LA when registering new students within five days, including the student's address and previous school (where we can reasonably obtain this information).
2. complete a spreadsheet which can be found on the link below and return via Anycomms.

http://www.centralbedfordshire.gov.uk/schools-portal/administration/inclusion/newly-registered-children.aspx

9.2 Year teams have received up to date training related to the local authority CME procedures (October 2016).

9.3 Students at risk of being designated as CME are discussed in safeguarding meetings between the schools' designated safeguarding lead and the deputy DSL. These meetings take place daily.

Appendices

Appendix 1: Redborne attendance protocol

STAGE	Actions	Possible Support
STAGE 1 Trigger Point 1	● Letter 1 is sent – this is an advisory letter to make parents aware of their child's attendance when the trigger is hit and there are no extenuating circumstances. What constitutes 'extenuating circumstances' is a decision for the Head of Year. ● The Year Team discusses the student's attendance with the form tutor. ● Form Tutor contacts home by phone - explains the context of the letter and emphasises the importance of good attendance (script provided)	● If anxiety is mentioned as a possible trigger for falling attendance, FT should refer back to the Year team to initiate support (counselling, resilience training etc) ● The Attendance Intervention checklist could be started at this point. ● At this stage, the Year Team or form tutor may decide that some targeted attendance mentoring would be appropriate.
STAGE 2 Trigger point 2	● Letter 2 is sent – medical evidence to authorise future absences is requested unless there are extenuating circumstances . ● At this stage, parents are invited to meet with the Form Tutor / Member of the Year Team to discuss attendance.	● Attendance Intervention Checklist should be launched with student and parent unless there are extenuating circumstances
STAGE 3 Trigger point 3	● Medical evidence may not have been provided and/or attendance continues to fall. ● A formal meeting (pre-fine) takes place between the Attendance Officer (if appropriate) parents, student and school staff. Parents are made aware that if attendance does not improve, an FPN may be issued.	● If not already in action, the Attendance Intervention Checklist now must be used.
STAGE 4	● School makes a formal referral to the LA ● The Local Authority may issue a fixed penalty notice (FPN). ● Court action may follow	● All aspects of the attendance checklist should have been explored by this stage.

Appendix 2: Attendance codes

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other authorised circumstances (not covered by other codes or descriptions)	Authorised absence
D	Dual registration (i.e. present at another school)	Not counted in possible attendances
E	Excluded (no alternative provision made)	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Other unauthorised absence (not covered by other codes or descriptions)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Day set aside exclusively for religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late and arrived after the registers closed	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience (not work based training)	Approved Education Activity
X	Untimetabled sessions for non-compulsory school age students	Not counted in possible attendances
Y	Partial and forced closure	Not counted in possible attendances
Z	Student not yet on roll	Not counted in possible attendances
#	School closed to all students	Not counted in possible attendances

3	Out of lesson with a member of staff	Present
4	In isolation	Present
5	Late for a lesson due to an approved reason (i.e. bus late, music lesson, exam)	Present

Appendix 3: Attendance Support Checklist

Student :

Action	Date initiated	Notes
1. Barrier identification		
2. Attendance Mentoring		
3. Home Visit intervention		
4. Agency referral (eg counsellor)		
5. AIO referral		
6. Needs Assessment (SEND)		
7. Early Help Assessment		
8. Bespoke provision		
9. Blended Learning Offer		
10. Legal Proceedings		

Definitions

Barrier identification - A conversation with pastoral staff (Form tutor / Year Team) to identify possible obstacles to good attendance that might be affecting the student. Strategies can be discussed about ways to overcome these barriers. The importance of good attendance and its impact on outcomes should remain central to this discussion.

Attendance Mentoring - A suitable member of staff is nominated (Form tutor / Year team / Senior Team) to meet the student regularly to discuss attendance. Incentives and rewards could be part of this discussion. Where possible and appropriate, the parent / carer should be informed of the contents of the discussion.

Home Visit Intervention - In some cases, where absence has become a perennial issue, it may be appropriate to visit the home to encourage school attendance. This is particularly true of cases where absence from school has been prolonged.

Agency Referral - If absence is SEMH based, a referral should be made to an appropriate agency (eg counsellor, Aquarius etc) to support the student's return to school. This should focus on coping strategies and the building of resilience.

AIO referral - Where absence continues to fall below expected levels, a referral to the Attendance Improvement Officer should be made. The AIO may then choose to meet with the student and/or the parent as appropriate

Needs Assessment - If there are continued absences it may be necessary to carry out a Needs Assessment to identify a possible unmet need. The student should be referred to the SEND team for further action.

Early Help Assessment - In some cases the family may require support beyond that the school can offer. An EHA allows schools to request support from external agencies in complex cases.

Bespoke Provision - Where specific in-school issues are proving significant barriers to attendance, the school may consider reducing the number of subjects a student studies, or allowing flexibility around their school day. Ideally, this should not result in the reduction of education received.

Blended Learning - If all other options are exhausted, referral to The Virtual Learning Platform can be discussed as part of a reintegration package. Lessons online will be accessed via laptop from somewhere in school (TBC) and run for lessons 3 & 4. If this is accessed successfully, legal proceedings may be halted.

Legal Proceedings - If all the above has been tried and unsuccessful in improving attendance, the school will recommend that the LA issue a Fixed Penalty Notice. Non-payment of this could result in further legal action.

Appendix 4: Trigger Points

The below trigger points will be used to determine a move through each stage

1. 12 sessions in a rolling 40 week period (term time only)
2. 24 sessions in a rolling 40 week period (term time only)
3. 40 sessions in a rolling 40 week period (term time only)

The below additional trigger points will apply:

1. 8 sessions in a rolling 20 week period (term time only)
2. 16 sessions in a rolling 20 week period (term time only)
3. 30 sessions in a rolling 20 week period (term time only)

Appendix 5: Attendance emails/letters

Attendance Stage 1

Dear {{recipient.title}} {{recipient.surname}}

Improving {{learner.forename}}'s Attendance

Here at Redborne, our main priority is to ensure that your child feels **safe, supported and positive** about their schooling. This should mean they want to be in school and they come here every day, although we understand that some students will have periods of ill health. Occasionally there can be other issues which can become a barrier to some students coming to school. We have designed our 4 stage attendance process to be supportive to all, as you can see below.

{{learner.forename}} has currently missed 6 days or more of school in the last 12 months and is now at Stage 1.

Please help us assist your child in improving their attendance.

Stage 1 **Is everything OK?**	6 days missed	Although this might seem like a very small issue, any days missed can have a negative effect on how a child does at school. At this stage, we are: - simply highlighting to you that your child's absence is rising - checking in with you to ensure there is not a bigger issue affecting attendance that we don't know about. **Your child's form tutor will contact you to check if we can help in any way.**
Stage 2	12 days missed	Year team get involved to support.
Stage 3	20 days missed	Your child is now classed as a **Persistent Absentee.** Head of Year gets involved to support. Local Authority Attendance Officers could be involved. Medical evidence required for absences longer than two days.

Stage 4	21+ days missed	Year team and senior team continue to support. Local Authority will push for further action which could include a Fixed Penalty Notice.

If you wish to discuss any of the above, or any ongoing concern, please contact your child's form tutor.

Kind regards

James Trapp
Assistant Headteacher – Pastoral: Respect and Responsibility.

Attendance Stage 2

Dear {{recipient.title}} {{recipient.surname}}

Improving {{learner.forename}}'s Attendance

Here at Redborne, our main priority is to ensure that your child feels **safe, supported and positive** about their schooling. This should mean they want to be in school and they come here every day, although we understand that some students will have periods of ill health. Occasionally there can be other issues which can become a barrier to some students coming to school. We have designed our 4 stage attendance process to be supportive to all, as you can see below.

{{learner.forename}} has currently missed [Insert number of days here] days of school in the last 12 months and is now at Stage 2.

Please help us assist your child in improving their attendance.

Stage 1	6 days missed	Highlighting the issue. Checking in. Form tutor involved to support.	Support from us: Form Tutor call and support.
Stage 2 **Can we help?**	12 days missed	At this stage: - The year team will be getting involved to help try to remove any barriers to attendance. - It is important to speak to the year team so they have a clear picture of what is happening. This will ensure we can provide suitable support. **A member of your child's year team will contact you to check if we can help in any way.**	**Support from us:** The year team have many supportive strategies available, depending on the situation the student is facing. Support could include: - Building a good rapport with Year Team staff - Further exploration of significant barriers - Support from external organisations that work with us.

Stage 3	20 days missed	Your child is now classed as a **Persistent Absentee.** Senior team get involved to support. Local Authority Attendance Officers get involved. Medical evidence required for days missed.	**Support from us:** - Mentoring - Referral to Counseling - In-school changes - Alternative provision support
Stage 4	21+ days missed	Year team and senior team continue to support. Local Authority will push for further action which could include a Fixed Penalty Notice	**Support from us:** - All of the above - Support to attend possible meeting with Local Authority Attendance Officer.

If you wish to discuss any of the above, or any ongoing concern, please contact your child's form tutor.

Kind regards

James Trapp
Assistant Headteacher – Pastoral: Respect and Responsibility.

Attendance Stage 3

Dear {{recipient.title}} {{recipient.surname}}

Improving {{learner.forename}}'s Attendance

Here at Redborne, our main priority is to ensure that your child feels **safe, supported and positive** about their schooling. This should mean they want to be in school and they come here every day, although we understand that some students will have periods of ill health. Occasionally there can be other issues which can become a barrier to some students coming to school. We have designed our 4 stage attendance process to be supportive to all, as you can see below.

{{learner.forename}} has currently missed [Insert number of days here] days of school in the last 12 months and is now at Stage 3.

Please help us assist your child in improving their attendance.

Stage 1	6 days missed	Highlighting the issue. Checking in. Form tutor involved to support.	**Support from us:** Form Tutor call and support.
Stage 2	12 days missed	Year team get involved to support.	**Support from us:** - Year team support measures - Further exploration of significant barriers - External agencies support

Stage 3 **What more can be done?**	20 days missed	Your child is now classed as a **'Persistent Absentee'** meaning your case will be being discussed by Local Authority Attendance Officers, along with us as a school. It's crucial that you are working with us so we can support improving attendance - the more information we have, the easier this is. **Medical evidence is now required for absences longer than two days**	**Support from us:** - All of the above - Mentoring - Referral to counseling - In-school changes - Alternative provision support
Stage 4	21+ days missed	Year team and senior team continue to support. Local Authority will push for further action which could include a Fixed Penalty Notice.	**Support from us:** - All of the above - Support to attend possible meeting with Local Authority Attendance Officer.

If you wish to discuss any of the above, or any ongoing concern, please contact your child's form tutor.

Kind regards

James Trapp
Assistant Headteacher – Pastoral: Respect and Responsibility.

Attendance Stage 4

Dear {{recipient.title}} {{recipient.surname}}

Improving {{learner.forename}}'s Attendance

Here at Redborne, our main priority is to ensure that your child feels **safe, supported and positive** about their schooling. This should mean they want to be in school and they come here every day, although we understand that some students will have periods of ill health. Occasionally there can be other issues which can become a barrier to some students coming to school. We have designed our 4 stage attendance process to be supportive to all, as you can see below.

{{learner.forename}} has currently missed [Insert number of days here] days of school in the last 12 months and is now at Stage 4.

Please help us assist your child in improving their attendance.

Stage 1	6 days missed	Highlighting the issue. Checking in. Form tutor involved to support.	**Support from us:** Form Tutor call and support.

Stage 2	12 days missed	Year team get involved to support.	**Support from us:** - Year team support measures - Further exploration of significant barriers - External agencies support
Stage 3	20 days missed	Yourchild is now classed as a **Persistent Absentee**. Senior team get involved to support. Local Authority Attendance Officers get involved. Medical evidence required for absences longer than two days.	**Support from us:** - All of the above - Mentoring - Referral to Counseling - In-school changes - Alternative provision support
Stage 4 **Improvement needed!**	21+ days missed	At this stage we need to be working together to improve your child's attendance. The Local Authority may wish to impose a Fixed Penalty Notice. We want to continue to work positively with you, so engage with us to help your child attend school more regularly. We will contact you to arrange further meetings where we can put a plan in place to support this.	**Support from us:** - All of the above - Meet with Local Authority Attendance Officer for further support

If you wish to discuss any of the above, or any ongoing concern, please contact your child's form tutor.

Kind regards

James Trapp
Assistant Headteacher – Pastoral: Respect and Responsibility.