Leigh C of E Academy
Attendance Policy

Document date: July 2025

Together, pursuing life in all its fullness

Version	Date	Author	Changes
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V2	July 2025	Sarah Tyrell	Statement about nursery
V3	November 2025	Hannah Kelly	Updated to align with Coventry CC

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1. Policy and Review

This policy is available on our school website and is available on request from the school office. All parents are informed about the policy when their children join the school and on a regular basis through the newsletter and letters home where relevant.

We recognise the expertise our staff build by managing school attendance daily and we therefore invite staff to contribute to and shape this policy and associated attendance and safeguarding arrangements.

This policy will be reviewed annually or before if there is updated legislation by the Governing Body. This policy was last reviewed and agreed by the Governing Body on 26th November 2025. It is due for review on 26th November 2026.

2. Introduction/Aim

As an academy in the Diocese of Coventry Multi Academy trust this policy is underpinned by our vision to build a better future for all within our Academies who in turn will positively impact their communities. Together, pursuing 'life in all its fullness' (based on John 10, 10)

Leigh is committed to promoting good attendance as part of its dedication to ensure quality educational provision to give its pupils the best start in life.
Attendance of pupils impacts their development, attainment and progress. We strive to make our academy a happy and rewarding experience for all children.

- To ensure that children who attend Leigh Church of England Academy receive their full entitlement to education which is suitable to their age, ability and special educational needs.
- To promote a culture which identifies the importance of regular and punctual attendance.
- To set targets to improve attendance at individual and whole school levels.
- To make attendance and punctuality a priority for all those associated with our academy including pupils, parents, staff and governors.
- To work with families and external agencies to address barriers to attendance and overcome them.

At the Diocese of Coventry Multi Academy Trust, we value the attendance of all pupils. There is a strong relationship between good school attendance and achieving positive outcomes for children. It is recognised that attending school regularly can be a protective factor for children and young people. It is important that as a school we offer a safe environment, positive relationships, high quality teaching and learning opportunities to develop social and emotional skills.

Ensuring that children attend school every day will help achieve this ambition by maximising their education and social achievements as well as developing self-discipline, organisation and preparedness for the work environment. Improving attendance and reducing absence, especially persistent absence is a priority for our school and Coventry City Council.

Research commissioned by the Department for Education shows missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties at the earliest opportunity.

Our attendance policy aims to give clear guidance to staff, parents, pupils, and those involved in governance to:

- Support pupil's achievement by establishing the highest possible levels of attendance and punctuality.
- Recognise the key role of all staff in promoting good attendance.
- Provide a clear framework for monitoring and responding to pupil absences.
- Make parents / carers aware of their legal responsibilities and ensure their children have access to the education to which they are entitled.

We recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, prevention of bullying, behaviour, and inclusive learning.

2. Legal Framework

Section 7 of the Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at school or by education otherwise than at school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. A child is of compulsory school age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

The government expects all schools and local authorities to:

- Promote good attendance and reduce absence, including persistent absence.
- Ensure every pupil has access to full-time education to which they are entitled.
- and act early to address patterns of absence.

Parents are expected to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.

In accordance with the Education Act, we will work with parents and carers and the Local Authority to ensure that parents are supported to secure education for children of compulsory school age. Where required, we will formalise support and where necessary, work with the LA to use legal measures.

A "Parent" is defined as:

- Any natural parent, whether married or not
- Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act for a child or young person.
- Any person who, although not a natural parent, has care of a child or young person.

3. Attendance Objectives

Our school attendance policy:

- Is easy to understand by pupils, parents and staff
- Is clear and consistently applied, transparent and fair
- Considers the individual needs of pupils and their families
- Is easy to find so that the whole school community is aware of our attendance expectations
- Includes the contact details of key staff to make it easy for parents to get in touch
- Is reviewed by staff regularly and involves pupils and parents because school attendance matters to everyone
- Is followed in accordance with the procedures in the flowchart below

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

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand

When a pattern is spotted, discuss with pupils and parents to listen to and 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 an attendance 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: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

4. Roles and Responsibilities

At the Diocese of Coventry Multi Academy Trust, we believe that school attendance matters to everyone. School attendance is a shared responsibility by those involved in governance, all school staff, parents, pupils, and the wider school community.

Key staff with responsibility for the management of attendance are:

Role	Name	Contact details
Senior Attendance Lead	Sarah Tyrell	senco@leigh.covmat.org
Attendance Officer	Annie Goddard Hannah Kelly	School.office@leigh.covmat.org
Named Academy Governance Committee Member for Attendance	Erin Gilmour	erin.gilmour@leigh.covmat.org
Named Trust attendance lead	Leah Baddeley	Leah.Baddeley@covmat.org

The Diocese of Coventry Multi Academy trust board will:

- Have a named attendance lead for the trust who will report on attendance across the trust to the board.
- Provide termly network meetings to share good practice and provide support for one another.

The Academy Governance Committee recognises the importance of school attendance and promotes it across the school's ethos and policies. They take an active role in attendance improvement by:

- Supporting the school to prioritise attendance, and work together with leaders to set whole school cultures.
- Ensuring school leaders fulfil expectations and statutory duties.
- Ensuring school staff receive training on school attendance.
- Use data to understand patterns of attendance, identifying areas of progress and where greater focus is needed.
- Regularly reviewing attendance data and help school leaders focus support on the pupils who need it.
- Designating a member of staff to have responsibility for the promotion of the education achievement of looked after and previously looked after pupils.
- Monitor and review attendance of the cohort and consider how school polices, including behaviour policies, are sensitive to their needs and support good attendance.

The school will:

- Have a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Accurately complete admission and attendance registers.

- Have robust daily processes to follow up absence.
- Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.
- Have a dedicated senior leader with overall responsibility for championing and improving attendance.
- Proactively use data to identify pupils at risk of persistent absence.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Signpost and support access to any required services where out of school barriers are identified and act as lead practitioner if attendance is the only issue and/or threshold for formal early help is not met.
- Take an active part in the multi-agency effort with the Local Authority and other partners and if the case meets threshold for formal early help/family support, including conducting an early help assessment and acting as lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the Local Authority and partners.
- Put additional targeted support in place to remove any barriers where absence becomes persistent.
- Hold more formal conversations with parents and be clear about the potential need for legal intervention in future where there is a lack of engagement.
- Work with the Local Authority on legal intervention where support is not working, being engaged with or appropriate.
- Intensify support through a referral to statutory children's social care where there are safeguarding concerns.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Agree a joint approach for all severely absent pupils with the Local Authority.
- Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.
- Work with other schools in the local area and the Local Authority to share effective practice where there are common barriers to attendance.
- Maintain the same ambition for attendance and work with pupils with SEND and/or medical conditions and their parents to maximise attendance.
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals for children with SEND and medical conditions.
- Regularly monitor data for children with SEND and medical conditions, including at board and governing body meetings and with local authorities.
- Know who the pupils who have, or who have had a social worker are.
- Understand how the welfare, safeguarding, and child protection issues these pupils are experience, or have experience, can have an impact on attendance – whilst maintaining a culture of high aspiration.
- Provide additional academic support and make reasonable adjustments to help pupils who have a social worker, recognizing that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.
- Informing the pupil's social worker if there are any unexplained absences.
- Work in partnership with Local Authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked after children that support good attendance.

- Work directly with parents to develop good home-school links that support good attendance including discussion on the use of Pupil Premium Plus for previously looked after pupils.

The school requests that parents:

- Ensure their child attends every day the school is open except when a statutory reason applies.
- Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness) by phoning or emailing the academy office on each day of absence giving the reason for the absence. This should be done before 9am.
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.
- Work with the school and Local Authority to help them understand the child's barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support.
- Proactively engage with the formal support offered – including parenting contract or voluntary early help plan to prevent the need for legal intervention.

Pupils/Students will:

- Be aware of the school's attendance policy and when and where they are required to attend. This will be communicated to them by school staff, parents and through the school timetable.
- Speak to their class teacher/tutor or another member of staff if they are experiencing difficulties at school or at home which may impact on their attendance.
- Attend all lessons ready to learn, with the appropriate learning tools requested and on time for the class.
- Bring a note of explanation from their parents or guardians to explain an absence that has happened or is foreseen.
- Follow the school procedure if they arrive late. This will help the school to monitor attendance and keep accurate records for the child's individual attendance. This is also vital for health and safety in the event of a school evacuation.

5. Recording Absence and Attendance

When marking our registers, we will apply the national codes as outlined and regulated by the Department of Education guidance to accurately record and report attendance. Attendance codes are included in Appendix 6.

5.1 Leave of Absence

The Head can grant a leave of absence when a pupil needs to be absent from school with permission. The Head will restrict leaves of absence to the specific circumstance set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations. These circumstances are:

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

The Head can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings.

*The Head will consider a leave of absence for other exceptional circumstances at their discretion. This must be requested in advance by a parent who the pupil normally lives with. The Head will consider each application individually considering the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, the Head will determine the length of time the pupil can be away from school.

Generally, the DfE does not consider a need or desire for a holiday or leave of absence for the purposes of leisure or recreation to be an exceptional circumstance.

All absences associated with a family holiday (without exceptional circumstances) during term time will be marked as unauthorised on the register. Any parents known to have removed their child from school for the sole purpose of a holiday may be referred to the Local Authority by the Head and be issued with a fixed penalty notice.

All holiday or leave of absence requests should be sent in writing to the Head Teacher – a form is available from the school office. Applications for leave of absence must be made at least two weeks in advance and failure to do so will result in the absence being recorded as unauthorised. This may result in legal action against the parent, by way of a Fixed Penalty Notice. An application which is refused, and the leave is taken will be recorded as an unauthorised absence and may result in legal action against the parent, by way of a Fixed Penalty Notice.

A penalty notice request may be submitted to the Local Authority by the Head when:

- The parent fails to submit a leave of absence request in advance of taking the leave.
- An application for a leave of absence is not authorised by the Head but is still taken.
- A longer period is taken more than the agreed number of days.

When absence is granted by the Head, the parent will need to agree a date of return. If a pupil fails to return on the expected date and contact is not received from, or made with the parents, school will seek advice from the Local Authority. This could result in a possible child missing from education procedure being instigated.

5.2 Medical Appointments and Absence Due to Illness

Parents should try to make appointments outside of school hours wherever possible. Where appointments during school time are unavoidable, we ask that parent notifies the school in advance of the appointment wherever possible. The pupil should only be out of school for the minimum amount of time necessary for the appointment. In most circumstances, a child should not miss a whole day at school for an appointment. If a pupil must attend a medical appointment during the school day, parents/carers must notify the school in advance. Medical evidence may be requested. No pupil will be allowed to leave the school site without parental confirmation.

In most cases, absences for illness which are reported following the school's absence reporting procedures will be authorised without the need for parents to supply medical evidence unnecessarily. In line with Department for Education guidance, if we do have a genuine concern about the authenticity of the illness, we may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

5.3 Pupil Absence for the purposes of Religious Observance

The school acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and is recognised as such by a relevant religious authority. Where this occurs, the school will consider either authorising the pupil absence or making special leave for religious observance. Parents are requested to give advance notice to the school.

5.4 Unauthorised Absence

Absence will not be authorised unless parents have provided a satisfactory explanation, and it is accepted as such by the school. The decision to authorise absences is at the discretion of the Head. Examples of unsatisfactory explanations include but are not limited to:

- a pupil's/family member's birthday
- closure of a sibling's school for INSET (or other) purposes,
- refusal to attend school on health grounds but where the pupil is considered well enough to attend'
- holidays taken without the authorisation of the school.

5.5 Traveller Pupils

Traveller pupils travelling for occupational purposes covers Roma, English and Welsh Travellers, Irish and Scottish Travellers, Circus workers, 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 Head, but it is not known whether the pupil is attending educational provision.

6. Our Procedures

6.1 Register Keeping and Recording

The School Attendance (Pupil Registration) (England) Regulations 2024, require schools to take an attendance register at the beginning of each morning session and once during each afternoon session.

On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non-compulsory school age) whose name is listed on the admission register at the time.

6.2 Late Arrival at School

At Leigh, all pupils are expected to arrive on time for every day of the school year. The school day begins at 9am. We advise all parents to ensure their child is on site prior to this – gates open at 8.45am. The school register will be taken at 9am. All pupils arriving after this time are required to report to the main office with their parents, who will be expected to sign in using the iPad and provide a reason for their absence. If their arrival is before 9.30am it will be recorded as late - L code (Late before the close of register).

The school register will officially close at 9.30am. All pupils arriving on or after this time will be marked as having an unauthorised absence for the morning session - U code (Late after the close of register). This is categorised as an unauthorised absence for the session. Parents will be contacted to discuss any patterns of late arrival. Repeated arrival after the close of registration will result in appropriate interventions being instigated and may also result in a penalty notice being issued or prosecution.

Please note: L or U codes will be used if a pupil arrives after the close of the afternoon register for the PM session.

6.3 Expected Absence Procedure for Parents

A parent has a legal responsibility to ensure that their child attends school regularly. If a child is unavoidably absent from school parents are expected to contact school by telephone call on the morning of the first day of absence and on each subsequent day, identifying the reason for absence and the expected date of return. If no contact is received, then absence protocols will be instigated.

If a child is absent, the following actions will be initiated by the school:

- The first day calling procedures will be activated for all pupils who are not in school after close of register at 9.30am and where no reason for absence is known.
- If there is still no contact made from the pupil's parents, a further telephone call home will be made again that morning. If no response can be gained, the child's named emergency contact will be telephoned.
- If school cannot contact a parent and are concerned about a pupil, a home visit may be carried out.
- School will telephone home if a pupil leaves the school without permission.

These actions are to ensure that children are safe and will be taken even if the child is under compulsory school age in order to comply with safeguarding requirements.

In certain circumstances the school may also:

- Visit the home of the pupil.

- Write to the parents of a pupil to highlight attendance or punctuality issues.
- Invite parents to discuss how school can support the family to make improvement.
- Discuss the pupil at the termly Targeted Support Meetings to seek advice and guidance on additional support strategies.
- Refer to Early Help and/or other external agencies to offer support, guidance, and advice.
- Refer to the Local Authority for joint enquiries to be made to establish the whereabouts of the child through Children Missing Education procedures.
- Refer to the Local Authority to consider issuing a penalty notice or to consider prosecution when all other interventions have failed, or an unauthorised leave of absence has been taken.

6.4 Rewards and Interventions

In order to encourage good attendance, we ensure that Leigh is a place to which the children want to come; a place where children are treated with respect and feel valued; a place where their needs are recognised and supported; a place where all children can experience success within a rich, relevant and diverse curriculum. We maintain the same ambition for all pupils. Joint working between the inclusion team, parents, pupils and outside agencies ensures that additional support and adjustments are consistently applied to maximise attendance. This includes those with long term medical conditions and those with SEND.

The importance placed upon regular attendance and punctuality is explained and discussed with parents when they first enrol their children at Leigh and when an initial home visit is undertaken. Information relating to school terms, holidays, school hours and sessions, is regularly issued via the newsletter, emails, website and leaflets.

Each child's attendance record is shared with parents as part of the annual written reports and termly parent consultations. Conversations about attendance with parents will be logged to assist in the monitoring and the offering of support. Half-termly letters are sent to parents when children's attendance is below 97%.

Parents are contacted daily by the Academy Office Staff if an absence is not reported. For children with a social worker, this absence is reported to them by the Safeguarding Lead. Where the school are concerned about an absence, the learning mentor will contact parents to discuss any problems or issues they may be experiencing. Targets for attendance are then set and additional support may be offered. This then monitored and evaluated for improvement by the Learning Mentor. The Learning Mentor will discuss any continuing concerns with the Academy Attendance Lead. If attendance does not improve, formal letters will be sent to parents and a meeting arranged.

Outcomes of this meeting may include:

- Referral to Mosaic Family Hub for additional support
- Referral to outside agencies that may be able to offer further support
- Referral to Social Services for neglectful parenting
- Discussions with Early Help Assessment Coordinator
- Referral to school nurse service or other appropriate health team
- Referral to Attendance and Inclusion Team at Coventry Local Authority
- Joint working with the Local Authority to seek formal support
- Pursuit of fixed penalty notices or other sanctions

There is a very important role for the development of positive encouragement and celebration of good attendance and punctuality. We endeavour to achieve this through the following methods:

- Verbal encouragement and praise.
- Create personalised and achievable targets for pupils, based on their medical needs and on what is realistic and appropriate for each individual.
- Create safe spaces for pupils to thrive.
- Make decisions on targets in consultation with families, while understanding that a medical condition can worsen suddenly and taking account of this.
- Create opportunities for dialogue with families about attendance, ensuring that they work in partnership with parents.
- Use different methods to encourage attendance; for instance, explaining the links between attendance and outcomes.
- Raise the profile of attendance with families, particularly when pupils start at the setting.
- Teach and model a love of learning, helping families to see the value of the education that is offered.
- Be aware of the complexity of different contexts and the pressures that families might experience and which might contribute to poor attendance.

Each pupil is supported and encouraged to achieve their individual highest possible attendance. Academy staff respond to absence and lateness in accordance with the age and social circumstances of the child and the children are often a part of discussions regarding their punctuality with parents/carers if appropriate.

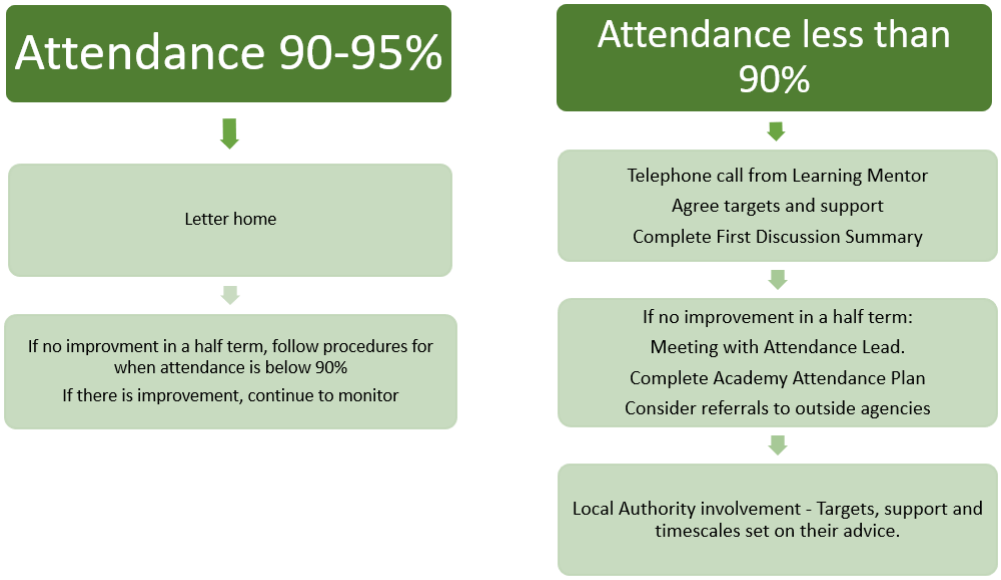
If concerns are raised about the welfare of a child, we reserve the right to contact appropriate agencies for support. Examples of this are:

- when the pattern of absence is seen to be regular.
- where punctuality is a cause for concern.

This may include contacting the Mosaic Family Hub for advice:

- when no satisfactory outcomes have been achieved after consulting parents
- when absence or lateness gives increasing cause for concern
- when a child's attendance is falling below 90%
- where there are continuous pupil absences and no suitable reasons have been given.

Attendance Flow Chart



Parents will receive an update on their child's attendance half termly using the attendance ladder system (see appendix 1). They will also receive information on lost learning as a result of poor attendance and where improvements have been made these will be celebrated. Parents will also be informed of their child's attendance at Parents Evenings.

7. Tailored Support

At Leigh we recognise that poor attendance can be an indication of difficulties in a family's life. This may be related to problems at home and or in school. Parents are encouraged to inform school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, emerging health concerns. This will help the school identify any additional support that may be required.

We also recognise that some pupils are more likely to require additional support to attain good attendance. The school will implement a range of strategies to support improved attendance based on the individual needs and circumstances of the child.

Strategies we may use to support you are shared on the Attendance Provision Document – appendix 7.

To plan the correct support, we will always invite parents and pupils to attend a meeting to discuss the concerns and devise a plan to support the child's regular attendance. Support offered will be child centred and planned in discussion and agreement with both parents and pupils. This may include a referral to Early Help or a Parenting Contract.

8. Persistent Absence and the use of legal interventions

A pupil becomes a 'persistent absentee' (PA) when their attendance drops to 90% and below for any reason. Over a full academic year this would be 40 sessions (20 days). Absence at this level is causing considerable damage to a child's educational prospects.

The attendance of all pupils at our school are monitored to identify children who are PA, or are on track to becoming PA. Where emerging concerns are identified we will instigate appropriate and timely interventions as outlined in the section above. Referrals may also be made to external agencies for targeted support.

If parents fail to engage with support and their child continues to have unsatisfactory attendance/ punctuality, a request may be made to the Local Authority to pursue legal proceedings either through a penalty notice or prosecution in the Magistrates' Court.

Parents found guilty in a Magistrates' Court of failing to secure their child's regular attendance at school under the provisions of the Education Act, will receive a criminal record and a maximum penalty of a £1000 fine under a Section 444 (1) offence or a £2500 fine or up to a 3-month prison sentence, under a Section 444 (1a) offence.

8.1 Penalty Notices

Penalty notices will be issued by the Head to parents or carers if your children are absent from school. Penalty notices will be issued in line with the National Framework for Penalty Notices.

The threshold is 10 sessions (equivalent to 5 school days) for any unauthorised absence within a rolling 10 school week period. The 10-week period may span different terms or school years.

The school will prioritise a 'support first' approach offering support to families in cases where it is appropriate. Penalty notices can still be issued where support is not appropriate, such as leave of absence in term time or when support has not been engaged with.

Penalty Notices will be issued by post to your home address to each parent or carer by the Local Authority at the request of the Head. The Penalty Notice is:

- £80 for each of your children if paid in full within 21 days.
- £160 if paid in full after 21 days but within 28 days.

If a second penalty notice is issued to the same parent within a rolling 3-year period, the notice will be charged at the higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80.

A national limit of 2 penalty notices that can be issued to a parent of the same child within a rolling 3-year period has been set within the National Framework, so at the 3rd (or subsequent) offence(s) a prosecution will be considered.

Children Missing from Education (CME)
We have due regard to our statutory duty to safeguard pupils from CME. We follow the Local Authority's processes for reporting pupils missing from education.
The DfE guide can be found here (August 2024):

https://assets.publishing.service.gov.uk/media/66bf57a4dcb0757928e5bd39/Children_missing_education_guidance_-_August_2024.pdf

See appendix 3 Grounds for deleting a pupil from the school's admissions register

9. Staged Reintegration/Part-time Timetables

All children of compulsory school age are entitled to receive a suitable full-time education, and the school and Local Authority have a statutory duty to ensure that all children in the area receive such an education. In very exceptional circumstances, we may decide to implement a temporary, part-time timetable to meet a pupil's individual needs and only where it is safe to do so.

We will not use a part-time timetable to manage a pupil's behaviour. A part-time timetable will not be treated as a long-term solution and will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision where applicable. We will never put a part-time timetable in place without written agreement from parent/carer and/or other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family.

We will notify the Attendance and Children Missing Education Team of all part-time timetables as soon as a plan has been agreed and use the appropriate attendance code to record this within our admission register.

10. Related Policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school attend school regularly and reach their full potential the following policies are integral to this approach:

- Safeguarding and Child Protection Policy
- Medication Policy and Management Procedure
- Admissions Policy
- Behaviour Policy (includes anti-bullying)
- Suspension and Permanent Exclusions Policy
- SEND Policy
- Attendance Provision Document

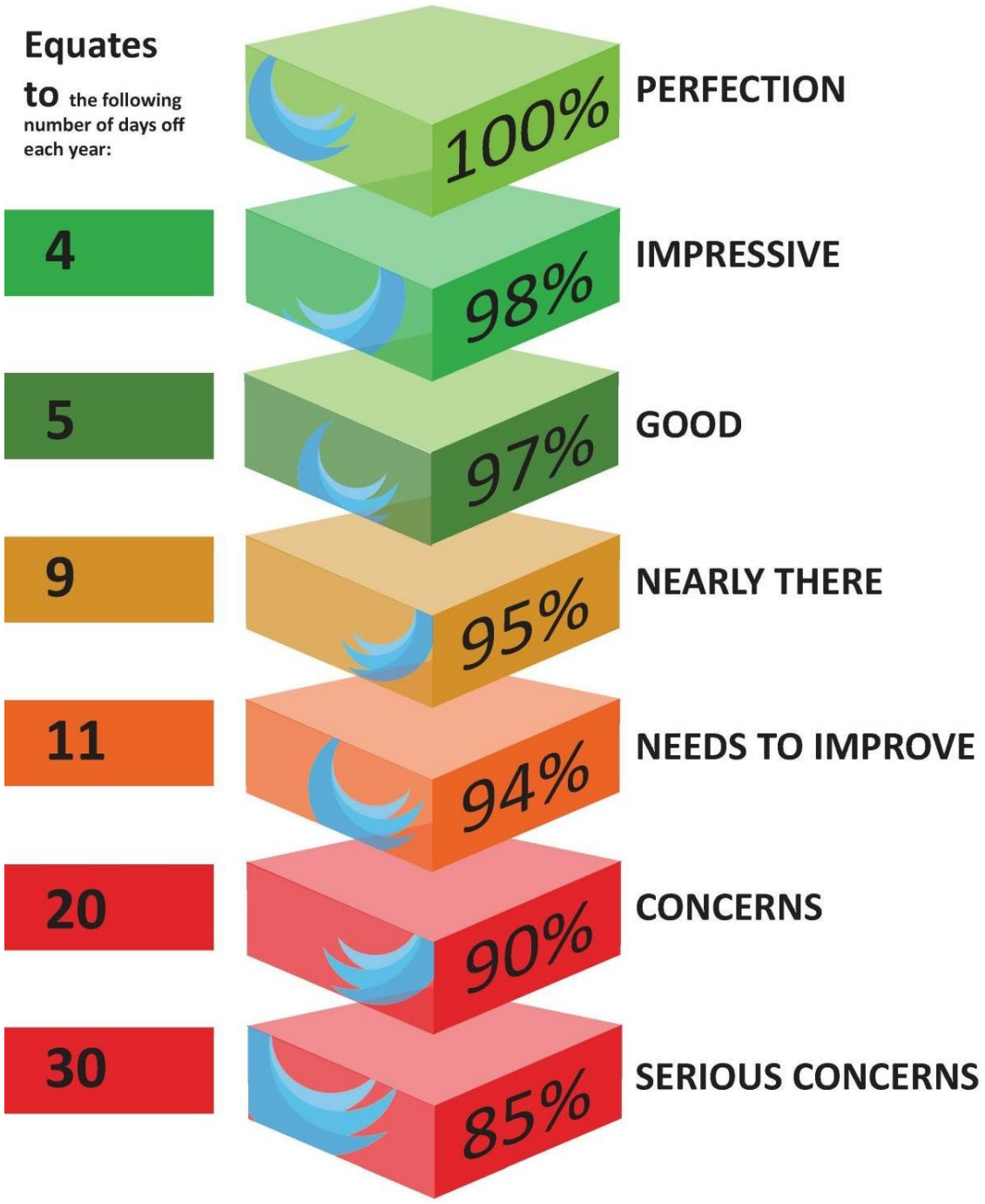
11. Statutory Framework

This policy has been devised in accordance with the following legislation and guidance:

- Working together to improve school attendance
- School attendance parental responsibility measures
- Children missing education
- Keeping children safe in education
- Working together to safeguard children

12. Appendices

Appendix 1 - Poster Used in School



Appendix 2 – Form – Removing Pupils from Roll

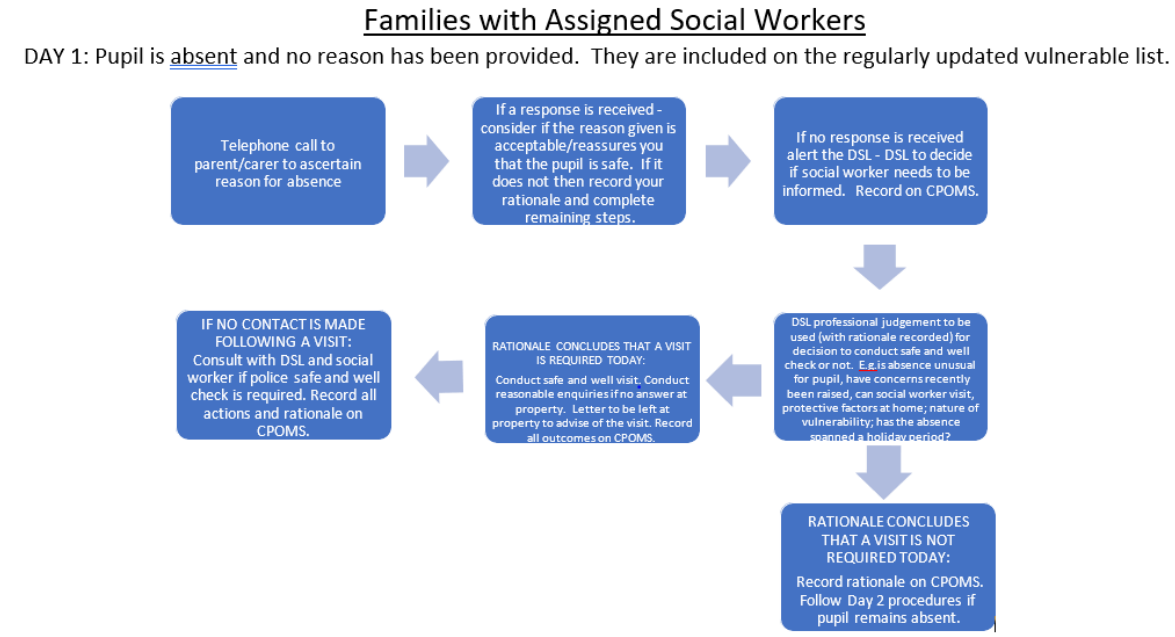
Guidance for Removing Pupils from Roll – deletion of names from the admissions:
Working together to improve school attendance - GOV.UK (www.gov.uk)

The form itself is available from:
Information Hub/Form, Policies and Templates/Safeguarding

Appendix 3 - Grounds for Deleting a Pupil for the School Admission Register
Please use the link below for a full explanation of the regulations.
Children missing education - GOV.UK (www.gov.uk)

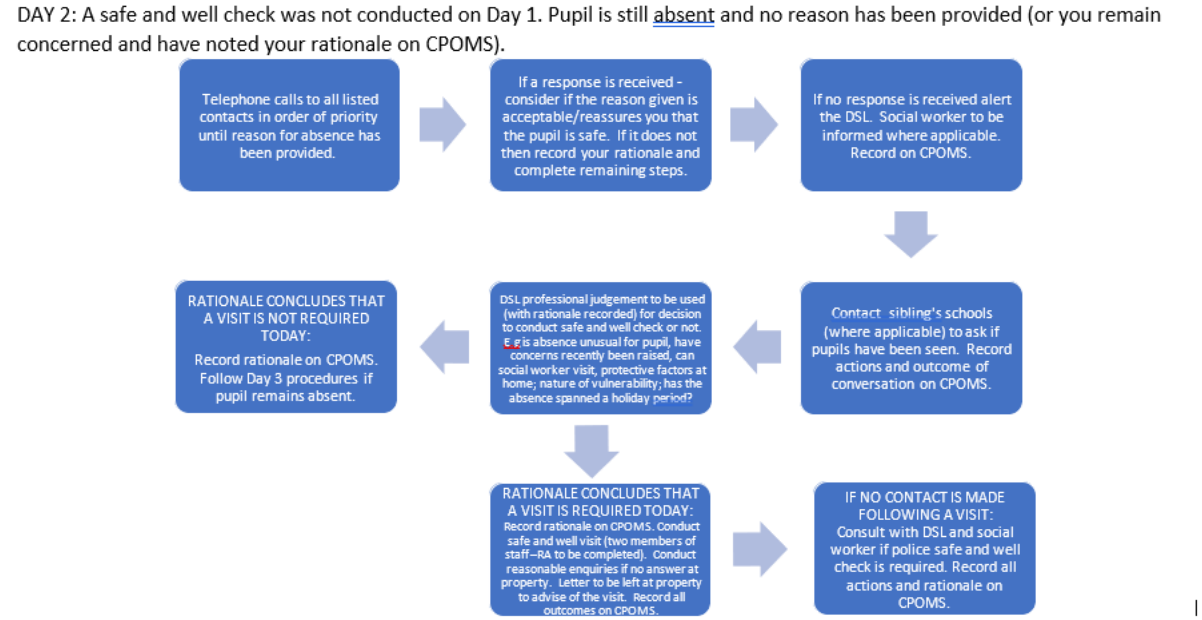
	Grounds for deleting a pupil from school admission register
A	The pupil has been registered at another school
B	The pupil has not continued at the school following completion of nursery education
C	The pupil is also registered at one or more other schools and the other schools have agreed deletion
D	The pupil has a school attendance order which has been changed to name another school
E	The pupil had a school attendance order which has been revoked
F	The parent of a pupil has notified the school in writing that the pupil will be leaving the school to be educated otherwise than in school
G	The pupil no longer normally lives a reasonable distance from the school
H	The pupil has not returned following a leave of absence
I	The pupil has been continually absent from school for 20 school days
J	The pupil is detained under a sentence of detention
K	The pupil has died
L	The pupil will be over compulsory school age and will not continue into sixth form
M	The pupil is a boarder at a school maintained by a Local Authority or academy and their boarding fess have not been paid
N	The pupil has ceased to be a pupil at an independent school or non-maintained special school
O	The pupil has been permanently excluded from the school

Appendix 4 – Safe and Well Home Visits Flowchart



NOTE – A safe and well check should always be conducted within three days of a pupil absence with no contact from home. Professional judgement should be used to determine if a home visit is required, and how quickly, even if contact from parent/carer is made where there are known vulnerabilities. Where contact is not made or the reason given for absence is a cause for concern, the DSL/Attendance Officer should record clear rationale for the decision to conduct a home visit or not on that day. Outcomes of home visits must always be recorded on CPOMS along with information regarding to referrals to other appropriate agencies made where no contact is made with the pupil. DSLs and Attendance Officers should have due regard to the Chadrack SCR which underlines the importance of adopting a safeguarding first approach and actively consider the wider context of a child's life. Contextualised professional curiosity can enhance our collective ability to safeguard and protect the young and vulnerable. https://www.chscp.org.uk/wp-content/uploads/2018/03/CHSCB-Local-Review-Chadrack-Report-FINAL.pdf

Appendix 5 – Families with Assigned Social Worker Flowchart



NOTE – A safe and well check should always be conducted within three days of a pupil absence with no contact from home. Professional judgement should be used to determine if a home visit is required, and how quickly, even if contact from parent/carer is made where there are known vulnerabilities. Where contact is not made or the reason given for absence is a cause for concern, the DSL/Attendance Officer should record clear rationale for the decision to conduct a home visit or not on that day. Outcomes of home visits must always be recorded on CPOMS along with information regarding to referrals to other appropriate agencies made where no contact is made with the pupil.

DSLs and Attendance Officers should have due regard to the Chadrack SCR which underlines the importance of adopting a safeguarding first approach and actively consider the wider context of a child's life. Contextualised professional curiosity can enhance our collective ability to safeguard and protect the young and vulnerable. https://www.chscp.org.uk/wp-content/uploads/2018/03/CHSCB-Local-Review-Chadrack-Report-FINAL.pdf

Appendix 6 - Attendance Codes

Attending the school	
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the Local Authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absent – unauthorised absence	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 7 – Attendance Provision

Leigh Church of England Academy

Aim ever higher

How will my child's **attendance and punctuality** be supported at Leigh?

All children will have access to the following forms of support
Verbal encouragement and praise. A warm welcome and an engaging learning environment so that children want to come to Leigh. Adults who will listen to children's concerns about school or home. Adults who will work with parents to help children attend the academy. Safe spaces in the academy for pupils to calm and feel ready for learning. Information about how good attendance can support their learning.
Some children will have a slightly greater need and may be offered the following forms of support
Visuals and reward systems to support 'Getting ready for school' routines at home. Opportunities for parents and pupils to discuss issues with our Learning Mentor and work together to improve attendance. Individualised targets and rewards which may include stickers or certificates for reaching their own personal target. Breakfast club attendance. Wake up phone calls. Regular pupil check ins and support from the Learning Mentor. Advice and guidance from outside agencies. Referral for parenting support through CWRise or Coventry Positive Parenting.
A few children will have significant difficulties attending school regularly and may be offered the following forms of support
Breakfast club attendance. Short term collection for school by academy staff to support during a difficulty. Attendance action plans with individualised targets and rewards. Opportunities for parents and pupils to discuss issues with professionals from a variety of agencies. Wake up phone calls. 'Soft start' to the academy day through a nurturing game or activity. Regular pupil check ins and support from the Learning Mentor. Referrals to other appropriate services which may include Early Help for family support worker involvement; Occupational Therapy; Mental Health in Schools Team; School Nurse Service; Attendance and Inclusion Team at Coventry Local Authority. Support from a social worker. Support from the virtual schools team.