



# Catch22 MAT Policy

## Attendance Policy

### The Fen Rivers Academy

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	April 2018
Date of last review:	September 2023
Date of next review:	September 2024
Catch22 group, entity, hub:	Catch22 Education and MAT
4Policies level (all staff or managers only)	All Education and MAT staff

# Catch 22 MAT and Independent Schools

## Education Intent Statement

### Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

#### Place

Supporting people to find, retain, transition safely into homes and communities

#### Purpose

Working with people to achieve their purpose in education, employment or training

#### People

Building networks of people around individuals

### Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

### Our Educational Intent:

	Evidenced in this policy?
<b>Brilliant basics, magic moments</b> <ul style="list-style-type: none"> <li>Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.</li> <li>Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development</li> </ul>	✓ 3.1.5 ✓ 3.1.9
<b>Relationships beat structures</b> <ul style="list-style-type: none"> <li>Treat pupils as individuals and help them to build bright futures in both their personal and professional lives</li> </ul>	✓ 3.1.5; 3.1.9; 3.2

<p><b>Things about you, built with you, are for you</b></p> <ul style="list-style-type: none"> <li>• Understand pupils’ unique needs and help them overcome their barriers to learning</li> <li>• Engage pupils with a broad and rich curriculum so they can realise their ambitions</li> <li>• Make our pupils’ voices heard and harness participation to benefit pupils and help our schools to improve.</li> </ul>	<p>✓ 3.1.5; 3.1.10</p> <p>✓ 3.1.5</p> <p>✓ 3.1.5; 3.1.10</p>
<p><b>Unleash Greatness</b></p> <ul style="list-style-type: none"> <li>• Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world.</li> <li>• Instil belief in pupils so they can progress and succeed in education, training and employment</li> </ul>	<p>✓ throughout ✓3.1.8; 3.1.9 3.2; 3.3</p>
<p><b>Let robots be robots and humans be human</b></p> <ul style="list-style-type: none"> <li>• Ensure pupils have a rounded understanding of themselves and the world around them.</li> <li>• Harness curiosity and nurture a love of learning.</li> <li>• Support and protect our pupils to be safe and feel safe online and offline.</li> </ul>	<p>✓ 3.1.5;3.1.10</p> <p>✓ 3.1.1; 3.1.2; 3.1.9</p> <p>✓ 3.1.1</p>
<p><b>Incubate, accelerate, amplify</b> Embrace the values of ‘Rights Respecting Schools’; helping pupils thrive as individuals both as members of their school and the wider community.</p>	<p>✓ 3.1.5; 3.1.10; 3.2; 3.3</p>

# 1. What is the policy about?

Catch22 is committed to providing a full effective and efficient education to all young people (The Education Act 1996 Part 1, Section 7) and embraces the concept of equal opportunities for all. We will endeavour to provide an environment where all pupils feel valued and welcome. This policy accords with [Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities \(May 2022\)](#).

For a young person to reach their full educational achievement a high level of attendance is essential. We will consistently work towards a goal of 100% attendance for all pupils. We create a purposeful learning environment and use every opportunity to convey to pupils and their parents or carers the importance of regular and punctual attendance.

**We consider attendance and its recording and monitoring a Safeguarding issue and ensure accuracy and immediacy in its registration and administration.**

This policy contains within it the procedures that the academy will use to meet its attendance targets.

# 2. Who does this policy apply to?

All staff, parents, carers and governors (see app.4 for individual responsibilities summary).

# 3. Policy requirements

## 3.1 Academy Procedures

The academic day consists of two sessions - Morning and Afternoon. The whereabouts of all pupils during both sessions must be registered promptly (within the designated Registration window) and accurately (by the relevant registration code, see table 2).

Only the Headteacher or a member of staff acting on their behalf can authorise absence.

The designated member of staff for Registration and attendance calls is Geraldine Jaz.

### 3.1.1 Lateness

The registers will remain open for 30 minutes (see table 1).

. (Table 1)

Session	Open	Close
Morning	08.45	09.00
Afternoon	12.45	13.00

Pupils arriving after the start of the academic day but before the end of the registration period will be treated for statistical purposes, as present, but will be coded as late before registers close.

Pupils absent at the close of registration will be marked as absent using the correct code to represent the reason of their absence (table 2). If there is no known reason for the absence at registration, then the absence must be recorded in the first instance using the code 'N' which will be updated following pupils' absence procedures at the earliest opportunity

(Table 2)

#	Academy closed to all pupils	G	Family holiday (not agreed or days in excess)	R	Religious observance
-	No Attendance Mark	H	Family holiday (agreed)	S	Study leave
/	Present (AM) Arrived within time	I	Illness	T	Traveller absence
\	Present (PM)	J	Interview	U	Late (after registers closed)
B	Educated off site (not dual reg.)	L	Late (before registers closed)	V	Educational visit or trip
C	Other authorised circumstances (predominantly used for those on PTT)	M	Medical/dental appointments	W	Work experience
D	Dual registration (attending other establishment)	N	No reason provided for absence yet	X	Non-compulsory school age absence / COVID 19 related absence
E	Excluded (no alternative provision made) We don't 'send home'	O	Unauthorised absence (not covered by other code)	Y	Unable to attend due to exceptional circumstances
F	Extended family holiday (agreed)	P	Approved sporting activity	Z	Pupils not on roll yet

[DfE guidance hyperlink](#)

### 3.1.2 First Day Absence

Parents/Carers will be expected to inform the academy regarding a pupil's reason for absence. If a call has not been received by 9.30am, a member of staff will contact the parent/carer to establish the reason for absence. This information will then be relayed to the person responsible for the register to record on to SIMS.

The academy will risk assess absence for all pupils to determine the manner and time scale of response when a pupil is not at school without parental/carer contact (see appendix 3 for further guidance).

### **3.1.3 Absence notes**

Comments regarding pupils' absence received from parents/carers and/or made by staff regarding absence should be recorded as 'notes' on SIMS. These notes will be used in reviews, proceedings and investigation as evidence.

### **3.1.4 Continuing Absence**

Absence longer than a day without parental contact will be treated as a matter of concern and a potential safeguarding issue. Contact will be made by the academy and external agencies will be involved where necessary and as directed by Absence risk Assessment. All absences longer than 3 days without contact with home or the pupil directly will be regarded a safeguarding concern and a Welfare visit will be made. If the pupil's welfare has not been established, the relevant agencies will be notified; if deemed necessary a call by the Police will be requested (see Appendix 2).

### **3.1.5 Frequent Absence**

It is the responsibility of the Headteacher and delegated staff (Advocates) to identify patterns of absence. When pupil is frequently absent the Academy will Continue to support and will agree a joint approach for all severely absent pupils with the local authority.

We acknowledge that "all schools (including academies) must agree with the relevant local

We recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, physical or mental health needs, and looked after children. We will build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.

When the absence cannot be authorised (e.g., a doctor's note/medical certificate, photographic evidence of a doctor's appointment) we will offer child centred support to families and implement a range of strategies to support improved attendance.

Strategies used will include (list is not exhaustive):

- Discussion with parents and pupils;
- Attendance panels;
- Parenting contracts;
- Attendance report cards;
- Referrals to support agencies;

- Learning mentors;
- Pupil Voice activities;
- Reward systems;
- Time limited part time timetables;
- Behaviour support;
- Reintegration support packages;
- Off-site tuition;
- Referral to external agencies.

### **3.1.6 Legal Sanctions**

We will consider Penalty Notices and Prosecution as a legal consequence to persistent non-attendance, where parents/carers fail or refuse to engage with the support offered and further unauthorised absence occurs

Legal sanctions will only be considered when other strategies to impact on attendance and continued non-engagement from parents and carers in this process have failed and/or when professional judgement suggests that non-attendance is a result of parental negligence rather than capacity.

### **3.1.7 Leave of Absence in Term-Time**

Only exceptional circumstances warrant a leave of absence. Schools should consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request; as head teachers should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday.

If a leave of absence is granted, it is for the headteacher to determine the length of the time the pupil can be away from school.

### **3.1.8 High Needs**

Identified pupils with specific medical, therapy or Special Educational Needs, who have a high level of absence, will be supported by the following strategies:

- Weekly monitoring of attendance and absence;
- Recording absence as authorised;
- Working with the Local Authority to record such absences in the context of the pupil's individual capacity to avoid penalty and enable a support programme;
- Provide home visits where purposeful;
- Recognise that some pupils are not 'available for learning' (e.g. acute CPTSD, Mental Health needs that can't be met at the academy and manifest in repetitive harmful behaviour and presentation of risk to others and/or self)

and work with the LA and other agencies to allocate appropriate provision which may not be within our academy.

### **3.1.9 Part Time Timetable**

All pupils of compulsory school age are entitled to a full-time education.

In exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package or when pupil's specific need mean they are not able to cope and/or learn on site. The decision and plan to educate a pupil on a part time timetable will be based on assessment and articulated professional judgement that will be approved by the Headteacher, as well as reviewed regularly (intervals that are not longer than 3 weeks).

In agreeing to a part-time timetable, an academy has agreed to a pupil being absent for part of the week or day and therefore must record it as authorised absence. Local Authority guidance in regard to part timetables should be sought and adhered to as well as sharing accurate information of the pupils on them.

An academy must get agreement from the pupil's parent/carer before implementing a part time timetable. This should be in the form of a signed agreement detailing proposed timetables and review periods.

### **3.1.10 A Welcome Back**

It is important that on return from an absence, all pupils are made to feel welcome. This should include ensuring that the pupil is helped to adjust to academy's daily routine; catch up on missed work and brought up to date on any information that has been passed to the other pupils.

## **3.2 Promoting Attendance**

We will use opportunities as they arise remind parents/carers that it is their responsibility to ensure that their children receive their education.

## **3.3 Working in Partnership with Parents and Carers**

Our aim is to work in partnership with parents and carers to remove pupils' barriers to attendance. We strive to establish good working relationships with the families of our young people through good communication and regular meetings to address on-going attendance concerns. If necessary, we signpost our families to specialist support services who can work with us in a multi-agency approach.



### **3.4 Attendance Targets - Recording and monitoring**

The academy will set attendance targets each year. A system for analysing performance towards the targets will be established and the Headteacher will be responsible for overseeing this work.

The academy will use SIMS for keeping the attendance records and regular monitoring will be carried out by the Headteacher and designated staff. The Headteacher or designated staff member will provide regular updates to the executive Senior Leadership Team on a termly basis in the following areas:

- Punctuality;
- Attendance (including authorised & unauthorised absence);
- Vulnerable group attendance comparisons;
- Impacts of attendance and punctuality interventions undertaken by the academy.

Once finalised, registration mark will be amended with the Education CEO confirmation only.

## **4. Definitions**

**SIMS (Information Management System)** - SIMS is a pupil information system currently developed by Capita.

## **5. Related policies**

DfE guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/739764/Guidance\\_on\\_school\\_attendance\\_Sept\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739764/Guidance_on_school_attendance_Sept_2018.pdf)

Children Missing Education Policy

School SEF

School Improvement Plan

## **6. Appendices**

**Appendix 1 – The Law**

The Education Act 1996 Part 1, Section 7 states:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable-

[a] To their age, ability and aptitude and

[b] To any special needs they may have.

either by regular attendance at school or otherwise.

For educational purposes the term parent is used to include those that have parental responsibility and/or those that have the day to day care of the child.

The legislation that appertains to children who are of compulsory school age and are registered at school is contained within this Act.

Part V1 Section 444 contains the details of when an offence is committed if a child fails to attend school.

### **Register and Admission Roll keeping.**

The legal requirements are found in:

The Education (Pupil Registration) (England) (Amendment) Regulations 2013

### **Categorisation of Absence**

Any pupil who is on roll but not present in the school must be recorded within one of these categories.

#### **1. Unauthorised absence**

This is for those pupils where no reason has been provided, or whose absence is deemed to be without valid reason.

#### **2. Authorised absence**

This is for those pupils who are away from the academy for a reason that is deemed to be valid under the Education Act 1996.

#### **3. Approved Educational Activity**

This covers types of supervised educational activity undertaken off site but with the approval of the academy.

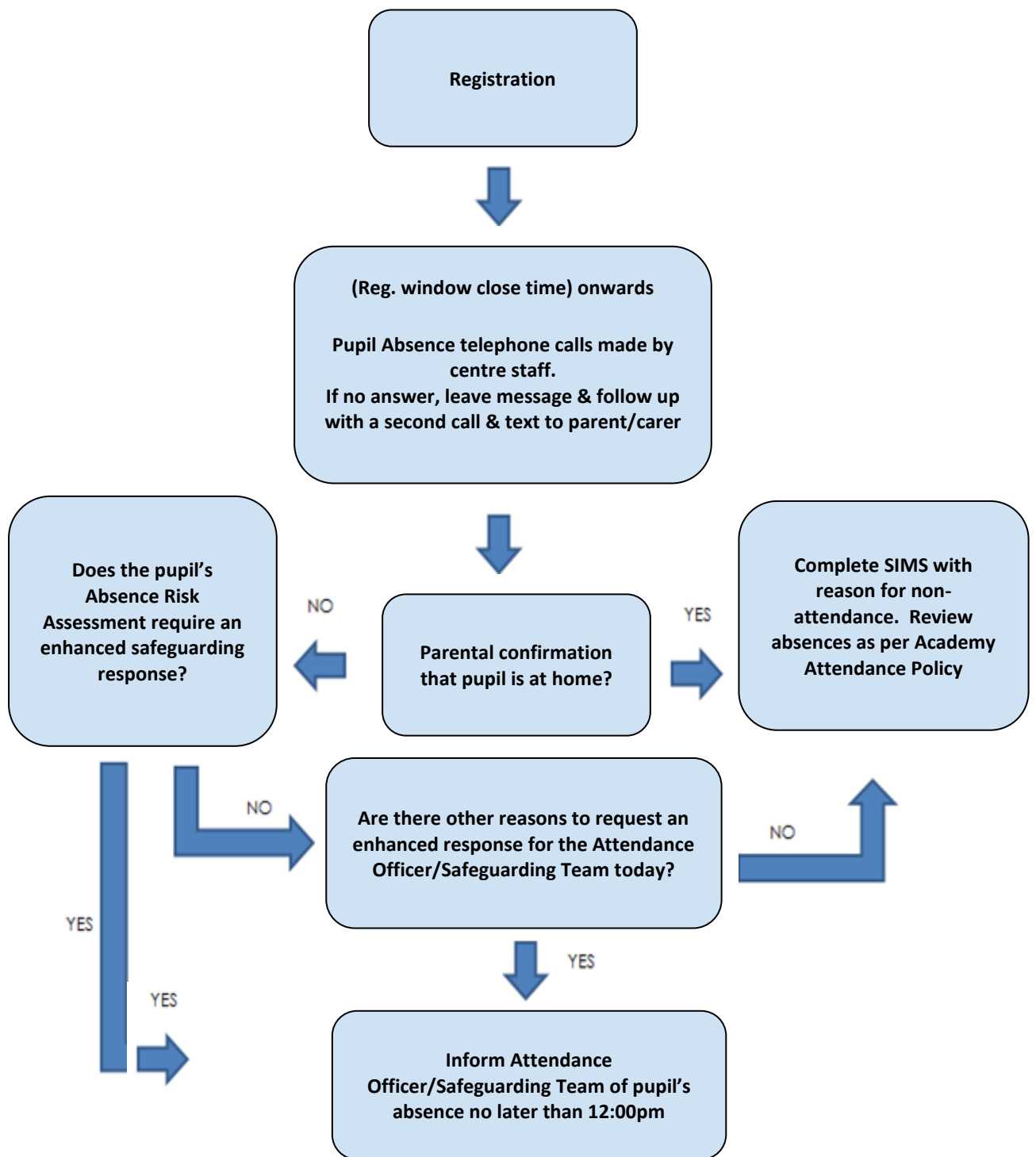
Pupils recorded in this category are deemed to be present for attendance returns purposes.

This would include:

- Work experience placements
- Field trips and educational visits
- Sporting activities
- Link courses or approved education off site
- Most types of dual registration

## **Appendix 2**

### **2.1 Absence & Safeguarding Protocol**



## 2.2 Absence Concern Assessment and Safety Plan

Pupil's Name	
Class/Year Group	

Date of Birth	
Address	
Medical conditions	
Agencies or professionals involved (incl. contact numbers)	

Name of Person with Parental Responsibility	
Parent/Carer's Home Tel. Number	
Parent/Carer's Mobile Tel. Number	

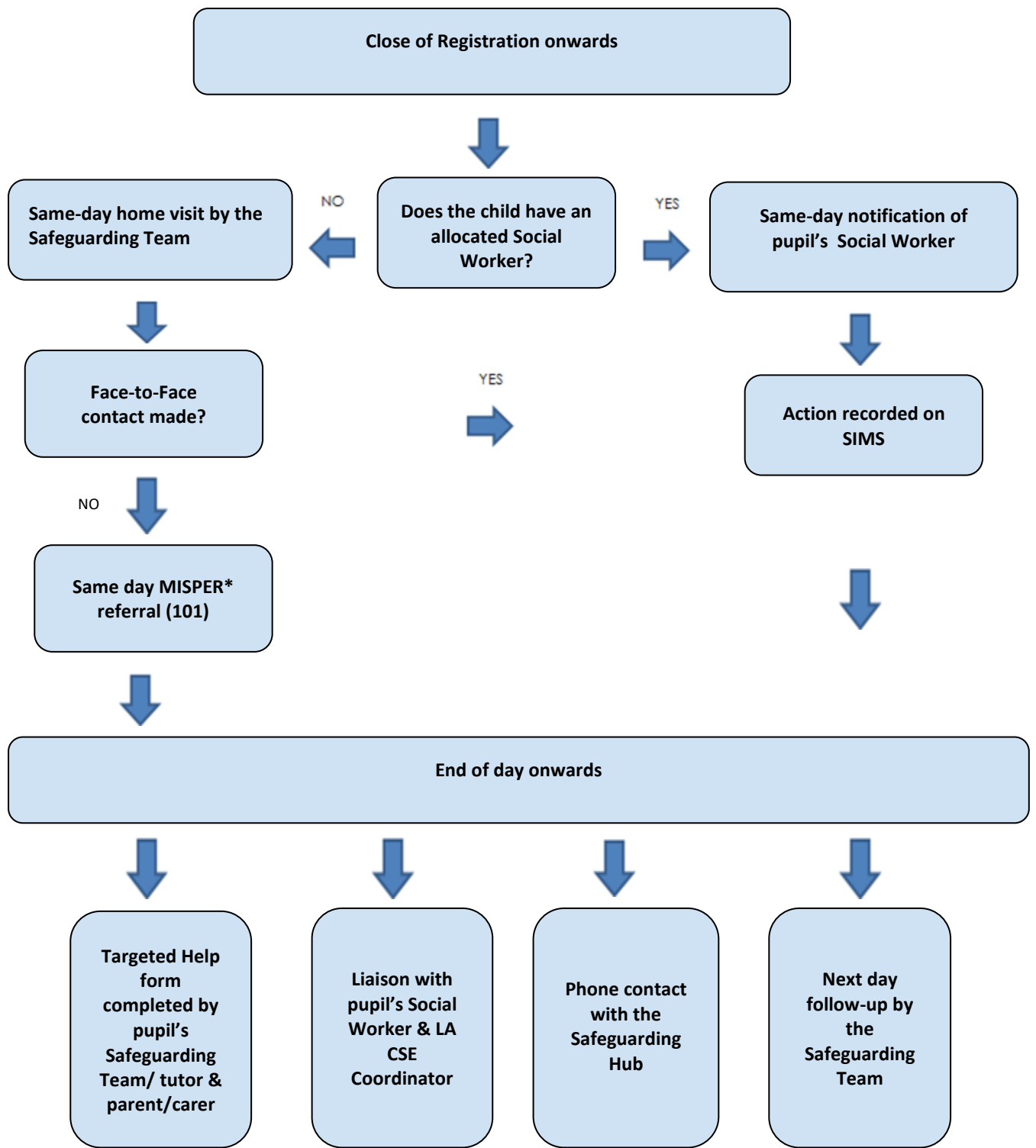
Is this child the subject of a <b>Child Protection Plan</b> ?	<b>YES / NO</b>
Is this a <b>Child In Need</b> ?	<b>YES / NO</b>
Is this child <b>Looked-After</b> ?	<b>YES / NO</b>
Does this child have <b>learning difficulties or disabilities</b> ?	<b>YES / NO</b>
Is this child at risk of <b>self-harm or suicide</b> ?	<b>YES / NO</b>
Is this child known to use <b>drugs or alcohol</b> ?	<b>YES / NO</b>
Is this child at risk of <b>Child Sexual Exploitation</b> ?	<b>YES / NO</b>
Are there <b>any other factors</b> which place this child at an increased risk of harm when absent from school?	<b>YES / NO</b>

Tutor's view of pupil's' safety	
Additional relevant factors known to school (DSL)	

<b>Does this child require an enhanced* safeguarding response in the event of any absence from school?</b>	<b>YES / NO</b>
<small>*over and above the academy's standard protocols for absence</small>	
<b>What is the priority for hand-over to the Attendance Support Officer?</b>	<b>H M</b>

<b>Which of the following are required in the event of an unexplained absence?</b>	
Same-day notification of the child's <b>social worker</b>	
Same-day notification of <b>all professionals/agencies</b> working with the child (contact details above)	
Same-day notification of the LA's <b>CSE Coordinator</b>	
<b>Home visit</b> by the Fen Rivers Academy staff	
Same-day reporting to <b>police</b> (Absent or MISPER) if face-to-face contact is not possible	

### 2.3 Enhanced Absence & Safeguarding Protocol



\*The academy can only report a child as a missing person (MISPER) if they attended and then left. If the child is not at home the parent must raise the report.

### Appendix 3 – References

This policy meets the requirements of the [school attendance guidance](#) from the Department for Education (DfE), and refers to the DfE’s statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- [The Education Act 1996](#)
- [The Education Act 2002](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2010](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2011](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE’s guidance on the [school census](#), which explains the persistent absence threshold.

#### Appendix 4 Attendance Responsibilities (All pupils)

Parents are expected to:	School is expected to:	Academy trustees and governing bodies are expected to:	Local Authorities expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice</p>

# Annex 1: Equality Impact Assessment

## 1. Summary

<b>This EIA is for:</b>	Attendance Policy
<b>EIA completed by:</b>	Head of Personal Development, Behaviour and Attitudes
<b>Date of assessment:</b>	September 2022
<b>Assessment approved by:</b>	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

### **Objectives and intended outcomes**

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

## 2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
<p><b>Age</b></p> <p>Does this policy impact on any particular age groups or people of a certain age?</p>		X		The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
<p><b>Disability</b></p> <p>Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?</p>		X		The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<p><b>Gender reassignment (transsexual, transgender, trans)</b></p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>		X		The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<p><b>Marriage and civil partnership</b></p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>		X		The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
<p><b>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</b></p> <p>Does this policy impact on people who are pregnant or in their maternity period</p>		X		It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.



following the birth of their child?				
<b>Race</b> Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins		X		The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<b>Religion and belief</b> Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?		X		The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<b>Sex</b> Does this policy impact on people because they are male or female?		X		The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
<b>Sexual orientation</b> Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?		X		The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

### 3. More information/notes