

Attendance and Punctuality Policy



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Responsible Officer: Director of Inclusion

Trust Ethos, Mission, Vision and Values



The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working together, transforming lives

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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the word 'Advisory Board' is used it refers to the Academy Advisory Board (AAB) of an individual academy within the Trust.

Where appropriate the AABs of individual academies will publish details of the procedures and practices to implement Trust policies.

The term 'Trust Executive Leadership Team' (ELT) comprises, the Chief Executive Officer, Deputy Chief Executive Officer, Chief Finance Officer, Chief Operating Officer, Chief Corporate Services Officer, Chief People Officer, Director of Teaching & Learning and Director Technology & Insights.

Where the word 'users' is used it refers to staff, future staff issued with ICT access and/or hardware, AAB members, volunteers and regular visitors.

Where the phrase 'Senior Leader' is used, this refers to the ELT, Principals, Headteachers or Business Services Director within the Trust.

Where the phrase 'Principal' is used, this also refers to Headteachers.

Related Policies and Procedures

Accessibility Policy
Anti-Child-on-Child Abuse & Bullying Policy
Behaviour, Suspensions & Exclusion Policy
Equality & Diversity Policy
E-Safety Policy
Relationships, Sex and Health Education (Primary)
Relationships, Sex and Health Education (Secondary)
Safeguarding and Child Protection Policy
Special Educational Needs & Disability Policy
Supporting Students with Medical Needs Policy

1. Policy Overview

The Trust is committed to supporting students in their preparation for life after the academy by encouraging them to attend their academy every day.

The Trust will work in partnership with staff, students, parents/carers, support services and the wider community.

1.1.

1.2. 2. Scope and Principles

This policy and all the information within covers Archway Learning Trust and all academies within the Trust.

2.1.

- This policy has been formulated based on the following legislation applicable to schools:
 - Working together to improve school attendance 2024
 - Summary table of responsibilities for school attendance May 2024

2.2.

The Trust recognises that staff, students and parents/carers need to work in partnership to provide all students with guidelines which allow them to work positively and make good progress. Guidelines of the procedures that staff, students and parents/carers follow can be found in the Parent Handbook and on the individual academy websites.

3. Aims and Objectives

- to raise levels of achievement and participation by maintaining the highest possible levels of attendance;
- to maintain high levels of punctuality;
- to keep an accurate and up-to-date record of attendance;
- to inform students and parents/carers of attendance and punctuality concerns;
- to identify the causes of non-attendance and poor punctuality and act upon them;
- to ensure all staff understand their roles in the monitoring and recording of attendance and punctuality;
- to maintain and improve attendance and punctuality throughout the Trust's academies through rewards and target setting;
- to monitor and evaluate the processes on a regular basis;
- to give clear information on expected levels of attendance and punctuality to students, parents/carers, staff and stakeholders.

4. ALT Structures to promote good attendance

In order to achieve the aims and objectives, attendance should be everyone's responsibility within an Academy. Staffing and processing should be in place at all Academies to ensure the ALT Attendance Guidance can be followed. Different Academies will have different attendance needs and therefore may not avail of the full recommended structure.

The Director of Inclusion will be responsible to the Trust Board for Attendance and Punctuality.

A designated SLT at each academy will be responsible to the Academy Advisory Board for Attendance and Punctuality.

- Trust Attendance Lead (Director of Inclusion) – will provide oversight to Academy attendance strategies, as well as provide CPL and guidance for attendance teams. The ALT attendance guidance will be updated and communicated by the Trust Attendance lead. Analysis of Trust attendance data will take place regularly to inform advice and guidance to Academies. This leads into QA of attendance follow ups which will also be managed by the attendance lead.
- SLT Lead for Attendance. All Academies will have a member of their SLT who has attendance as their focus. They will oversee the attendance team, working with them to ensure data is analysed, the Trust attendance guidance is followed, as well as ensuring that appropriate home visits, communication and interventions are in place to promote attendance within their Academy.
- Attendance Improvement Manager – Will lead the attendance team within an Academy, providing an oversight of attendance data, interventions and follow ups, as well as allocation of duties within the attendance teams. The attendance improvement manager will be a part of the weekly Academy Inclusion meetings.
- Targeted Family Support – As part of their role, targeted family support workers will work with students who have attendance issues to encourage an improvement in attendance. This may mean providing support to families above and beyond the realm of attendance.
- Community Liaison Officer – Will work within the community, visiting houses to encourage students to attend school.
- Attendance Admin – Provides support to the attendance teams, as well as follow ups of all registers within an Academy, both sessional and lesson attendance.

5. Attendance Data

Attendance is recorded on G4S by all Academies with the data being pulled into PowerBI four times daily, allowing up to date data analysis on PowerBI. All Academies will have the following data available:

- Daily & Yearly attendance data, as well as Persistent Absentee data, which can be broken down by Year group, as well as groups of students, i.e. PP, EAL, Female, Male, SEND, Ethnicity. Data can be filtered for different terms, as well as the aforementioned groups. Data is also available for 100% attendance, as well as the use of attendance codes.
- PA Student Tracker – lists of students who have become Persistent Absentees will be available to Academies, listing how many sessions (2 per day) they can continue to have off to still make it above 90%. Academies should use this data to target interventions to promote an improvement in attendance.

It is important that the Trust Lead for attendance, Academy SLT Lead for attendance, as well as the attendance improvement manager frequently analyses the data available on PowerBi.

6. Staff Roles and Responsibilities

Attendance is everyone's responsibility and the following guidance should be used in all Academies.

Subject Teachers:

- Welcome all students to your lessons
- Will complete the lesson register timely and accurately.
- Will identify any absence trends or concerns and raise with an appropriate member of staff.

Tutors:

- Will discuss and promote attendance with their tutees.
- Will identify any absence trends or concerns and raise with an appropriate member of staff.
- Will work closely with identified students, to promote an improvement in attendance.

Year Leaders:

- Will monitor attendance regularly, using PowerBI.
- Will discuss concerns and provide support to students.
- Will contact parents/carers where concerns have been identified.
- Will promote attendance through assemblies.
- Will work with Academy Inclusion teams to share information, as well as supporting students as well as, parent/carers in their year groups to improve attendance.

Attendance Teams/Admin Support:

- Will provide data to SLT on a regular basis.
- Will monitor attendance daily through PowerBI.
- Will support students to improve their attendance.
- Will monitor lesson and session registration on a daily basis.
- Will receive calls and messages from parents/carers.
- Will contact parents/carers regarding student absence.
- Will identify absence trends or concerns and work with the Academy SLT lead for attendance.
- Will discuss attendance concerns with parent/carers and liaise with relevant members of staff.
- Will work with outside agencies, including the Local Authority, where appropriate.

SLT:

- Will raise the profile of attendance throughout the Academy.
- Will ensure that the whole Academy ethos promotes excellence in attendance and punctuality.
- Report to AAB teams.
- Utilise attendance data to inform strategic planning.

7. Communication

Daily communication is required by all Academies for any student that is absent. All students should have access to full time education. This will include texts home and follow up calls for no responses. Depending on the number of days absence, as well as any vulnerability of safeguarding concern, home visits should also take place.

In order to keep the momentum of communication going, Academies should send weekly texts home to ensure that all parents and students are aware of their attendance and what this means. This includes congratulatory texts to celebrate attendance.

Attendance teams will work closely with Local Authorities following the 'Working together to improve school attendance' guidance. This will include working with available EWOs.

Different levels of letters should be sent by all Academies, as follow ups for poor or a decline in attendance which include monitoring periods. Guidance for this in 'ALT Attendance Guidance'.

8. Parental engagement

Many cases of poor attendance are a direct result of a lack of effective engagement between parents and the school. This may be through parents not contacting the school –either to report and talk about the reason for their child's absence and to seek support, or not being aware of, or understanding, the Academy's expectations. Research shows that effective engagement often leads to increased attendance and it can also be linked to higher academic achievement and to a positive effect on pupil's attitude to learning and on their behaviour. Whilst it is the parent's responsibility to contact the school to report an absence and provide a reason, communication has to be a two-way process. Research has shown that using a range of tools has made communication between parents and schools more timely, efficient, and productive. Even when an Academy has established an effective engagement strategy there are likely to be some parents who remain hard to reach and it is this group of parents who are often those that a school needs to have more contact with. Their reluctance to engage may be due to their own experience of school or because they have difficulty with communicating, for example their own low literacy skills, their understanding of the English language or cultural differences.

Intervention by interaction is a key priority of our Trust and Academies support parents at all levels ensuring:

- increasing levels of communication dependent on need
- establishing trust
- support to remove barriers to attendance
- signposting to supportive agencies
- home visits
- parenting support

9. Rewards

The Trust recognises that rewards play a vital part in encouraging students to achieve. Rewards will be given to students for excellent attendance and punctuality. Specific procedures for attendance and punctuality rewards are outlined in academy-level documents.

10. Sanctions

The Trust recognises that a range of responses should be taken when there has been a decline in attendance and punctuality. These responses will include supportive interventions as well as the implementations of sanctions. A full description of sanctions imposed for poor attendance and punctuality can be found in academy-level procedures documents.

11. Trustees & AAB

Data access is given to all Trustees and AAB members that then allows them to access up to date information on all key areas including attendance. The Trust and each academy are both supported and challenged by the Trustees and AAB members to ensure that the correct data is being collated, as well as analysed and most importantly that the findings are responded to accordingly.

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

Code	Reasons	Who can input?	Notes
Students physically attending your setting			
/\	Present at the school	Reg	/ = morning session \ = afternoon session
L	Late arrival before the register is closed	Reg	Within 30 minutes of the school day starting (only used when registers are officially 'open')
Approved Educational Activity			
K	Attending education provision arranged by the local authority	Admin	NB: The nature of the provision must also be recorded. Code K can only be used if the child is present at the provision. (<i>i.e. day 6 following PEX, section 19 provision, AP commissioned by the LA through an EHCP</i>)
V	Attending an educational visit or trip	Admin	NB: this must be supervised by at least one member of staff from the setting and must have been arranged by (or on behalf of) the school The pupil is attending a place, other than the school, or any other school at which they are a registered pupil, for an educational visit or trip The visit or trip must be arranged by or on behalf of the school and supervised by a member of school staff. The visit or trip must take place during the session for which it is recorded. Code V can only be used if the pupil is present at the visit.
P	Participating in a sporting activity	Admin	NB: the school must have approved the child's attendance at the activity and, by using this code is confirming that the activity is being supervised by a person that the school deems to be appropriately trained and qualified for the educational purpose of this activity – seek advice from the sport's national governing body if there are concerns. School must be satisfied that appropriate measures have been taken to safeguard the child whilst participating.
W	Attending work experience	Admin	NB: this code cannot be used if the work experience is at the child's own school, or a section 19 provision used for the child. Attendance must be monitored. Note no minimum age.
B	Attending any other approved educational activity	Admin	NB: cannot be used if a child is dual registered (see D code); must be educational in nature; all due diligence must have been completed; attendance

			must be planned and approved; safeguarding arrangements must be in place . This code to be used for taster days at other schools (or universities), courses at local colleges, unregistered AP arranged by the school (NOT that which has been arranged by the LA = see K code). Note this cannot be used where a child is accessing remote education – must, however, keep a record of engagement with remote education. This code is used for students who are guest enrolled elsewhere.
Absent – Leave of absence (authorised)			
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Admin	NB: where an LA licence specifies dates, the school should record these dates as though they are applied for and granted – there is no need for a separate leave of absence request to the school. Where there are no specified dates, the school should receive a leave of absence request.
M	Leave of absence for the purpose of attending a medical or dental appointment	Admin	NB: Proactively remind parents about trying to make appointments outside of school time (note that those who leave after they have registered, even moments later, are not recorded as absent). Proactively remind parents to try and make appointments outside of school time. (Note that those who leave after they have registered, even moments later are not recorded as absent. If they do not attend registration or arrive within registration period, the M code can't be changed to a L code.
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Admin	E.g. interview for post-16 placement; interview for university; interview for apprenticeship; interview for new educational placement. Agreements for this must be made in advance.
S	Leave of absence for the purpose of studying for a public examination	Admin	NB: those who are looked after or who have EHCPs should not routinely be offered study leave
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable	Admin	NB: This should be in exceptional circumstances only. These cannot be implemented for reasons linked to behaviour. Reductions must be temporary and agreed in advance. Not to be used for those accessing flexi-schooling. See PTTT the ATT Way for further guidance.
C	Leave of absence for exceptional circumstance	Admin	NB: Granted entirely at the school's discretion – can always discuss with the central team for further advice. Must be requested in advance, not retrospectively. Typically a holiday will not be authorised as exceptional circumstances. Flexi schooling planned home learning days are coded with this code. Maternity leave is granted with this

			code (there is no statutory timeframe for school aged mothers). The guidance does not reference paternity leave; however, this code would also be used in this instance as a 'best fit'. Online educational provision should be coded with a C Code.
Absent – other authorised reasons (not leaves of absence)			
T	Parent travelling for occupational purposes	Admin	NB: shouldn't unnecessarily request proof that travel is for occupational purposes – only where there is reasonable doubt. To support educational continuity, there is an expectation that children who travel with their parents should be dual registered at a school in the area to which the occupational travel has taken the family; any such attendance would be coded accordingly using code D.
R	Religious observance	Admin	NB: only one day can be set aside for the use of code R – any further days must be requested as leaves of absence and, if authorised a code C must be used (at school's discretion).
I	Illness (not medical or dental appointment)	Admin	E.g. unable to attend for physical or mental health related reasons – not appointments though. Most parents' notifications will be accepted without question. Only where the school has genuine and reasonable doubt should evidence be requested to support the absence. A conversation with parents may be sufficient to provide the evidence – it may be that other means are needed.
E	Suspended or permanently excluded and no alternative provision made	Admin	NB: where alternative provision is made by the school, the appropriate code must be used. E is only to be used where the child is excluded with no provision in place. Typically, code B or code D may be used in lieu of code E for children who have been suspended or permanently excluded with provision in place, this does not apply to remote learning.
Absent – unauthorised absence			
G	Holiday not granted by the school	Admin	NB: leave cannot be granted retrospectively, even if a family presents mitigations after the holiday
N	Reason for absence not yet established	Reg	NB: this code must not remain on the record for more than 5 days after the session for which it is used. Seek reasons for absence as a matter of urgency. If a reason for absence cannot be established within 5 school days, schools must amend the pupil's record to Code O
O	Absent in other or unknown circumstances	Admin	E.g. no reason provided, or the school is not satisfied that the reason given is one that should be recorded using an authorised absence code.
U	Arrived in school after registration closed	Admin/ Officer	NB: arrived 31 minutes or more after registers opened. Where a pupil has arrived late after the register has closed but before the end of session. All schools are

			expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and not longer than 30 minutes
Not a possible attendance			
D	Dual registered at another school	Admin	NB: Used where a child is in attendance at a setting where they are also registered (i.e. a PRU, hospital school, managed move). Code D to be used for all sessions where attendance is expected at the alternative setting (all absences must be documented and followed up, but not recorded on the main roll register).
X	Non-compulsory school age pupil not required to attend school	Admin	E.g. Children in nursery and those in sixth form who are not required to have full time attendance. Where attendance is expected (i.e. timetabled), appropriate absence codes to be used. Times and days of attendance are to be clear to the parent with whom the child normally lives.
Q	Unable to attend the school because of a lack of access arrangements	Admin	NB: this code can only be used where travel is arranged by the LA through EHCP setting choices and it is not available (School Attendance (Pupil Registration) (England) Regulations 2024 10 (12&13). It is not for any other sort of access arrangement deficit.
Y1	Unable to attend due to transport normally provided not being available	Admin	NB: where the LA provides transport because of financial hardship or distance from the family home (not SEN related transport)
Y2	Unable to attend due to widespread disruption to travel	Admin	NB: where a local, national or international emergency has had an impact on travel (E.g. incident on the motorway, cancelled flights, no public transport owing to strikes – to be used only if child lives at least 2/3 miles from school as the crow flies, age dependent)
Y3	Unable to attend due to part of the school premises being closed	Admin	E.g. flooding in part of the school site leads to a partial closure of the school; building projects close part of the building. This can be planned because of building works, or known about the previous evening, e.g. a gas leak and could close the whole site.
Y4	Unable to attend due to the whole school site being unexpectedly closed	Admin	NB: this is to be used where closures are unexpected, ie adverse weather conditions. This must be marked during the session in question
Y5	Unable to attend as pupil is in criminal justice detention	Admin	NB: for children either remanded to youth detention, awaiting trial or sentencing – or in police detention – or detained under a sentence of detention.
Y6	Unable to attend in accordance with public health guidance or law	Admin	NB: This refers to public health outbreaks – not 2 days of absence following a bout of sickness.

Y7	Unable to attend because of any other unavoidable cause	Admin	NB: This code should be used only where something in the nature of an emergency has prevented the pupil from attending the session in question. The unavoidable cause must be something that affects the pupil, not the parent. The fact that a parent has done all they can to secure the attendance of the pupil at school does not, in itself, mean the pupil has been prevented by unavoidable cause. Schools must also record the nature of the unavoidable cause (regulation 10(6))
Administrative Codes			
Z	Prospective pupil not on admission register	Admin	
#	Planned whole school closure	Admin	NB: known and planned in advance – days between terms; half-terms; bank holidays; up to 5 INSET days; closure of the whole school to be used as a polling station