ATTENDANCE POLICY

2023/24

This Policy has been developed in conjunction with DfE and LA Guidance. It is written taking into account the principles set out in Working Together to Improve Whole School Attendance.

Reference to parent/carer throughout this document also includes any person who has parental responsibility or who cares for them.

ATTENDANCE AND PUNCTUALITY POLICY

Aims and Principles of Good Attendance

- Clifton Community School (CCS) is committed to maximising the achievement of all students. Improving attendance is everyone's business.
- A broad and balanced education is dependent on regular attendance and at school.
- The Department for Education states that 'Students with the highest attainment at the end of Key Stage 4 (GCSE summative examinations) have higher rates of attendance compared to those with the lowest attainment'
- As a result, there is a clear and unquestionable link between good attendance and educational achievement. Good attendance is an important consideration when applying for any Post-16 placement, whether at College, Careership or employment.
- Regular and punctual attendance is vital if students are to benefit fully from the academic, personal and social opportunities, which are offered to them within the school.
- Parents/carers play an important role in supporting the school and encouraging students to reach good attendance levels.
- Where absence is identified as a concern the school will work with parents/carers in a timely manner to support both the students and their family to improve attendance to school.
- School will always take appropriate action to promote and encourage good attendance through our WPT Attendance Pathway initiative.
- At each phase of intervention through the WPT Attendance Pathway the school will work with parents and carers to implement effective intervention to raise student attendance.

Statement of Expectations

What the school expects of our students:

- The school day begins at 8:45 for registration and students are expected to attend school every day where possible.
- The school day is as follows:

Period	Time
Registration	8:45am
Reading	9:00am
Period 1	9:20am
Period 2	10.35am
Break 1	11.50am
Period 3	12.20pm
Break 2	1.30pm
Period 4	2.00pm

- The school registers close following the reading element that takes place during form tutor time. Any student who arrives to school after 9.20am will be coded (U) which is an unauthorised absence and therefore will not receive their attendance mark for the morning session.

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- All students are expected to arrive on time to all sessions within the school day and be ready to learn.
- All students who arrive late to school must report to the Attendance Office and sign in. Students will be coded (L) and will be directed to their form tutor who will discuss their lateness with them.
- All students who arrive late to school after the closing of the register must report to the Attendance Office and sign in. Students will be coded (U) and will be directed to Senior Leader with responsibility for whole school attendance.
- All students are expected to inform their form tutor and/or the Attendance Office of any reason that will prevent them from attending school.

What the School Expects of Parents/carers

The DFE guidance states that 'where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance of school.'

In line with this guidance the school expects that all parents/carers will:
- To fulfil their responsibility by ensuring their children attend school every day and on time.
- To ensure that they contact the school every day that their child is unable to attend and that their child returns to school with an absence note or evidence of the illness.
- To ensure their child arrives on time and is well prepared for the school day [full uniform, equipment, completed homework etc.]
- To contact the form tutor, Heads of Key Stage, Non-Teaching Assistant Heads of Year or the attendance team in confidence whenever any problem occurs that may keep their child away from school.
- To inform the Attendance Office and seek authorisation for any forthcoming Leave of Absence requests or appointments and, where possible, arrange appointments outside of the school day.
- To ensure the continuity of their child's education by not taking holidays during term time.

Involvement of Parents/Carers

It is vitally important that parents are actively engaged in promoting good attendance.

- Information will be sent home via; School Reports, School's own leaflets and letters which set out and reinforce the importance of regular school attendance. Information can also be accessed through online Parental Gateway.
- The school will react positively to any parental concerns. Parents will be encouraged to make contact with school to discuss any issues impacting on their children's attendance.

Key Contacts for Parents:

The DFE guidance is clear that all schools should have a designated Senior Leader with responsibility for whole school attendance. At Clifton Community School this is Martin Tipper.

The following are the key contacts for parents in relation to whole school attendance.

- **Attendance Hotline:** 01709 538333
- **Reception:** 01709 515005
- Headteacher: Anna Leng (aleng@cliftonschool.org)
- Assistant Headteacher (attendance): Sophie Phillips (sphillips@cliftonschool.org)
- Head of Year (attendance): Daniel Fisher (dfisher@cliftonschool.org)

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- Attendance Manager: Arram Hussain (ahussain@cliftonschool.org)
- Attendance Officer: Sana Khan (skhan@cliftonschool.org)
- Attendance Officer: Carole Hall (chall@cliftonschool.org)
- Education Welfare Officer: Howard Marriott (hmarriott@cliftonschool.org)

- Curriculum Support Lead: Rebecca Fox (rfox@cliftonschool.org)

What parents and carers should expect of the school:

All staff are required to adhere and reinforce the school's attendance policy at all times and create a culture of positivity around attendance where students can flourish

The Governing Body

The Governing Body supports the school in its efforts to raise attendance. To facilitate this role they will receive attendance information through the Headteacher's reports. Parents, staff and students will be made aware of this Policy and reminded periodically of its contents.

Senior Leader with Designated Responsibility for Attendance:

The Senior Leader with designated responsibility for attendance will ensure the implementation of the whole school action plan

The specific responsibilities of the Senior Leader with responsibility for Attendance include:
- Whole school vision for attendance underpinned by high expectation and core values
- Leading on the creation of a culture of good attendance in the school
- Contribution to the whole school attendance policy working in collaboration with WPT
- Creation and review of the whole school attendance plan for improving whole school attendance and reducing persistent absenteeism
- Presenting to the Headteacher on Attendance Panels
- Responsibility for registration procedures throughout school
- Interrogation of the impact of all attendance driven interventions
- Delegation of key pupil groups for intervention as identified through the persistent absence tracker
- Reporting on attendance to SLT, Governors and the WPT board
- Identifying students for, and leading on, attendance driven 'Team Around the Child Meetings'
- Representative at WPT attendance meetings
- Lead on the 100% Club and attendance specific whole school rewards
- Mentoring of students with poor attendance as identified through the Attendance Band analysis
- Contribute to Attendance Summit Meetings
- Strategic lead for first day contact procedures

Middle Leader - Head of Year for Attendance
- Interrogation of whole school attendance bands
- Interrogation of the persistent absence tracker
- Interrogation of whole school attendance data
- Strategic lead for punctuality and whole school punctuality action plan
- Implementation of the whole school punctuality action plan
- Ensuring attendance is a key feature within the pastoral curriculum
- Mentoring of students with poor attendance as identified through the Attendance Band analysis
- Leading on the celebration of attendance in assemblies and in form time
- Contacting the parents of each member of their allocated cohort weekly to ensure excellent attendance
- Leading a 'microform' where attendance is an issue in a particular year group.Contributing to team around a child meetings where appropriate

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- Ensure all students within the 100% Club receive their privilege cards for each half term

Attendance Manager

The Attendance Manager is responsible for leading on the administration of attendance procedures within the school. They are responsible for liaising with all stakeholders to ensure that attendance procedures are effective and for directing other members of the attendance team. Their sole responsibility is to improve whole school attendance and reduce persistent absenteeism.

The specific responsibilities of the attendance manager include:
- Work with specific families to develop attendance support plans which identify, and mitigate against, barriers to attendance
- Collection of data for attendance and punctuality bands
- Lead on and delegate responsibilities for first day contact procedures
- Ensure the students identified through the persistent absentee tracker are targeted for daily phone calls as a priority
- Monitoring of the N codes and ensure these are cleared daily
- Liaise with external agencies and safeguarding
- Lead on all CME issues, in partnership with the DSL
- Produce attendance reports for form tutors and SLT on a weekly basis
- Liaise with the LA and the Headteacher regarding EHE requests
- Lead on all aspects of persistent absence, including legal routes and fixed penalty notices
- Participate in attendance panels
- Attend and contribute to Team around the Child meetings

Attendance Officer

Attendance Officers will support the Attendance Manager in leading the Attendance Team. They will deputise for the Attendance Manager in their absence and must have the skills and attributes to be able to drive whole school attendance.

The specific responsibilities of the attendance officer include:
- Support the Attendance Manager with first day contact procedures
- Support the Attendance Manager with registration procedures including closing of registers at 9.20am
- Ensure all classroom registers are completed and log daily points of failure to liaise with the Attendance Manager and Senior Leaders within school
- Lead on clearing of code N
- Lead on whole school punctuality monitoring including late to lesson
- Monitor absence triggers for letters
- Monitoring and intervention for punctuality, including late to lesson
- Lead on the distribution of attendance letters including FPN pathway as directed by the Attendance Manager

- Support the Attendance Manager in regard to whole school attendance displays, social media and rewards

Attendance Administrators (Attendance Call Centre)

Whole school administrative staff (Admin Level 2 and Level 3) may be deployed as Attendance Administrators depending upon the need of each individual school. They are the first port of call for communication regarding first and second absence for all students. They will work as directed by the Attendance Manager.

The specific responsibilities of the attendance triage team include:
- Lead on first day contact procedures as directed by the Attendance Manager for students first and second absences

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- Ensure that registration procedures are effective and consistent including closing of registers no later than 9.20
- Ensure all N codes during registration are cleared in a timely manner
- Lead on whole school attendance displays, social media and rewards as directed by the Attendance Manager

Education Welfare Officer

The EWO is responsible for tracking, monitoring and intervention for students who are persistently absent to school. They should make regular home visits to families where the attendance of the child is 90%, below 90% or in danger of falling below 90%. This is a key role for the liaison between external agencies and the school.

The specific responsibilities of the EWO include:
- Leading on the 'Get out of PA' family liaison
- Leading on the home visits strategy
- Making first day phone calls for designated cohorts of students
- Undertaking daily home visits for identified students
- Completing the home visit tracker daily
- Liaising with external agencies
- Participating in team around a child meetings

Class Teacher

The class teacher must ensure that attendance to lessons is as high as possible. Registers taken by class teachers form an overall picture of attendance and are, therefore, a very important document.
The specific responsibilities of a class teacher include:
- Completing an accurate, verbal, register within the first ten minutes of the lesson and amending the register quickly in the case of late arrivals
- Inform the attendance team and Key Stage Team of any suspicious absence immediately. (Students who have been marked present earlier in the day but absent from lesson)
- Amend the register for any late arrivals
- Notice when students have returned from absence and welcome them back into lessons, without questioning absence
- Ensure that opportunities are provided to catch up on missed lessons
- Inform the student's form tutor or non-teaching head of year if there is a pattern of absence in their lesson
- Ensure a consequence is put in place for lateness to lesson
- Any regular lateness to lesson should be referred to the Head of Attendance

Form Tutor

The form tutor is a key pastoral role within the school. Form tutors are responsible for a specific group of students who they will meet at the beginning of each day. They are responsible for ensuring that students are reviewing their attendance weekly, through specific form time activities. They are the first point of contact for parents/carers.
The specific responsibilities of a form tutor include:
- Celebration of excellent attendance.
- Individual mentoring of students with poor attendance
- Maintaining the form group display which includes attendance summaries
- Contacting the parents of each member of the form group termly to discuss attendance, including to congratulate those with excellent attendance.
- Discuss attendance at parent engagement evenings
- Challenge poor punctuality from the previous day

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Attendance Protocol – The School's Day to Day Processes:

- Students are registered in tutor groups at 8:45am. Lessons begin at 9:20am where students are registered by classroom teachers. The times for the sessions are stated early in this documentation.
- Afternoon registration takes place at 12:20.
- The school will adopt the following non-negotiable procedures in relation to the daily monitoring of absence:
  - Voicemail and email procedures will begin promptly at 8:00am. The Attendance Team will decide upon any necessary follow up phone calls
  - Absence calls will be directed straight to the Attendance Team
  - The Attendance Team will make proactive phone calls to parents/carers of students who are at risk of persistent absenteeism or severe absence
  - First Day contact procedures will commence following form tutor registration and consequent (N) codes
  - The Attendance Call Centre will contact home for all recorded absences in Form Tutor
  - The Attendance Office will contact home for all recorded absences in Form Tutor for students who are at risk of persistent absenteeism
  - Following Form Tutor Time all parents/carers will receive an automated text message requesting they contact the school as their child is absent from registration
  - Following Period 1 registration at 9.20 a manual text message is sent to all parents/carers of students who are still unaccounted for
  - Phone calls will be ongoing during the text message initiative
  - Following Period 1 registration the procedure for liaising with parents is non-negotiable. Parents will receive a phone call, follow up text message if no response, a follow up phone call and a home visit after liaising with the Safeguarding Team.
  - All students late to school will be registered as (L)
  - All students that are in school after 9:20 are registered as (U) and classed as unauthorised absent for the morning session based on new guidance
  - Students who are at risk of persistent absent have their attendance monitored daily by the Head of Year for Attendance and the Assistant Headteacher with overall responsibility for attendance
  - All (N) codes must be cleared by the end of the school day and no later than 3:20pm
  - Attendance data is available each day and can be communicated through school via the attendance office. All schools will receive attendance data as requested.
  - The Attendance Officer is responsible for communicating attendance through the attendance office at each feeder school.

What Parents and Students can Expect of the School

- A broad and balanced education that is dependent on regular attendance at school.
- The encouragement and promotion of good attendance
- Regular, efficient and accurate recording of attendance
- Contact with parents in a timely manner when a student fails to attend school without providing good reason. The Wickersley Partnership Trust Pathway initiative prompts discussions and meetings around attendance following 6 sessions of absence within a 6-week period. More information in regards to this can be found on the school website
- The school will act promptly in response to any problems notified
- Close liaison with Early Help to assist and support parents and students where needed
- Notification to parents/carers of their child's attendance record through regular reports home
- The Attendance Office will record all attendance related incoming messages from parents

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- School and year group attendance data will be collected, analysed and monitored. The school will respond to any areas of concern identified.

Rewards and Incentivising Attendance

It is important for schools to acknowledge, incentivise and reward good attendance. More detail in relation to rewards can be seen on the school website but the following approach to rewards and recognition are in place:
- Awards Assemblies that recognise 100% attendance across an academic year
- Year group incentive leagues that recognise good attendance
- GCSE and Sixth Form presentation evenings that recognise 100% attendance
- The 100 Club Reward Scheme
- Half termly most improved attendance award. Certificates may be awarded to students with high attendance rates and significantly improved attendance
- At the end of the year, certificates & 100% Attendance Badges may be awarded to all those with 100% attendance
- The Head of Years for Attendance will run a range of end of term awards in which attendance is a key contributing factor
- Verbal praise for form tutor time
- Targeted incentives that are thematic throughout the year
- Attendance desktops that have pop ups on a student's log in regarding 100% attendance
- Whole school praise culture
- Gold, Silver, Bronze Award credit systems operate in which attendance and punctuality are accredited.

Reintegration into School After Absence

- The school will endeavour to support students returning to school after a long period of absence.
- School staff and Early Help, will liaise closely on this issue and employ appropriate reintegration strategies, incorporating 'Intervention Mentors', 'Pastoral Support Programmes', 'Individual Education Plans'.
- Looked After Children (LAC) will be supported following significant disruption to their education by implementing a Personal Education Plan. Students could be referred to the Education Support Team for LAC for support with reintegration, where appropriate.
- The school operates a positive reintegration after absence. Form Tutors will welcome all students back to school after any absence.

How the school uses data to target improvements in attendance and persistent absenteeism:

The school tracks and monitors attendance data on a daily, weekly, monthly and half termly basis through the following:
- OFSTED data dashboard to show three year trends in regards to whole school attendance and persistent absenteeism
- Persistent Absence Tracker that is updated daily for ongoing intervention
- Attendance Bands initiative to identify patterns in absence
- The Wickersley Partnership Trust Pathways that identify when a student hits an absence trigger in order to support parents/carers in improving a students attendance

The longer absence goes untackled the more likely it is to become embedded within a student's approach to education. The school operates waves of intervention that are graduated to ensure we support our families in improving student attention. Once a trigger has been identified through the WPT Attendance monitoring pathways, waves of intervention will be agreed through Attendance Support Plans and Attendance Panels.

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The following waves of intervention include, but are not limited to:

Wave 1 Intervention
Lead: Attendance Manager
1. Daily meet and greet procedure 2. Morning check in with identified member of staff 3. Positive reintegration culture 4. Late Gate Initiative 5. Friendship restorative meetings where appropriate 6. Extra-curricular initiative and signposting 7. Break time initiatives
Wave 2 Intervention
Lead: Head of Year Attendance
1. Adjusted start times 2. Key Worker Mentor 3. Breakfast Club Initiative 4. Attendance Report 5. Golden Ticket Initiative 6. Targeted Tutor 7. Circle of Friends 8. Curriculum Support Referral 9. Year half move 10. Change of tutor 11. Timeout Pass 12. Hub Intervention 13. Timetable RAG 14. Micro-form intervention 15. Incentive League
Wave 3 Interventions
Lead: Senior Leader with Responsibility for Attendance

1. Family Support Team Referral
2. EBSA referral
3. GP referral (parent led)
4. Sensory Safe Space
5. Learning Mentor Referral
6. Adjusted Timetable
7. Parenting Programme
8. Parent Workshop
9. Early Help Assessment and subsequent referral
10. Signs of Safety Planning
11. Focussed Interventions:
    a. SEAL
    b. SEMH
    c. EPQ
12. Mini-bus initiative
13. Curriculum Support Interventions:
    . SEMH workshops
    a. Resilience workshops

b. Anxiety workshops c. Mindfulness workshops d. Zones of Regulation e. SNAP profiling 14. Internal Respite	

Wave 4 Interventions
Lead: Headteacher and Governing Body

1. Period 0 or Period 5
2. Part Time Timetable
3. MASH referral (neglect)
4. Home Tuition
5. Hospital Home referral
6. Arran Hill Referral
7. Alternative Provision:
    a. Thrive
    b. Unity
    c. Haxley (TGA)
    d. Hackbury (TGA)
    e. Past Ways
    f. Jade
8. Education Psychologist referral
9. Education Health and Care Plan
10. External Respite
11. Managed Move
12. Offsite Direction

Inclusive Waves (Possible at all levels)
Lead: Key Worker
1. Weekly text message home for students being monitored (100% attendance) 2. Formal review 3. Attendance contract with agreed interventions 4. Young Carers Support if identified 5. Behaviour Modification where appropriate (for example sleep deprivation) 6. Sleep Clinic referral or School Nurse where appropriate 7. School Pledge contracts 8. School uniform bank referral where appropriate 9. Period poverty referral where appropriate 10. Home visit incentive where appropriate

Fixed Penalty Notices:

At Clifton Community School we monitor all absences. Early intervention is a significant factor in limiting student absence and ultimately improving student attendance. As a school we ensure that a rigorous attendance monitoring and family support system works in partnership with our parents in their statutory duty of ensuring their children attend school regularly. This system will add an additional layer of support before the Fixed Penalty Notice pathway directed by the Department for Education and the Local Authority.

Our attendance monitoring system implements 5 phases of intervention prior to pursuing the Fixed Penalty Notice Pathway. This can be seen below.

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Monitoring	Level of absence	Intervention
Phase 1	3 days' absence between September and October or, 4 days' absence between September and December or, 6 days' absence between September and February or, 8 days' absence between September and April or, 10 days' absence between September and May or, 12 days absence between September and July	Attendance Monitoring
Phase 2	A further 3 days absence over a 6 week period	Attendance Manager Meeting Informal Attendance Support Plan
Phase 3	A further 3 days absence over a 3-5 week period	Head of Year Meeting Formal Attendance Support Plan
Phase 4	A further 3 days absence over a 3-5 week period	Associate Assistant Headteacher Formal Attendance Support Plan 2
Phase 5	A further 3 days absence over a 3-5 week period	Formal Attendance Panel with Headteacher and Governing Body Fixed Penalty Notice Pathway

The school will follow the processes outlined below prior to pursuing the FPN process in partnership with the Local Authority.

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WPT Attendance Trigger Model

WPT Attendance Monitoring Triggers

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
6 sessions	8 sessions	12 sessions	16 session	20 sessions	24 sessions

WPT Letter 1 Trigger (6 week monitoring – phase 1)

Up to 2 sessions absence
WPT Letter 2a (Improvement) Letter sent

3 – 5 sessions absence
WPT Letter 2b (Ongoing Monitoring) Letter sent

Repeat 6 week monitoring

6 sessions absence
WPT Letter 2c (Concern 2) Letter sent
Meeting with Att Manager
Informal ASP
Wave 1 and Wave 2 Intervention
Attendance Support Plan Letter
(Agreed targets & intervention)

WPT Letter 2 Triggered (3-5 week monitoring – phase 2)

Up to 2 sessions absence
WPT Letter 3a (Improvement) Letter sent

Repeat Phase 1 Monitoring

3 – 5 sessions absence
WPT Letter 3b (Ongoing Monitoring) Letter sent

Repeat 3-5 week Phase 2 monitoring

Further 6 sessions absence
WPT Letter 3c (Concern 3) Letter sent
Meeting with Head of Year Att
Formal ASP incl Wave 3 Intervention
FPN Pathway discussion
Attendance Support Plan Letter
(Agreed targets & intervention)

WPT Letter 3 Triggered (3-5 week monitoring – phase 3)

Up to 2 sessions absence
WPT Letter 4a (Improvement) Letter sent

Repeat Phase 2 Monitoring

3 – 5 sessions absence
WPT Letter 4b (Ongoing Monitoring) Letter sent

Repeat 3-5 week Phase 3 monitoring

Further 6 sessions absence
WPT Letter 4c (Concern 4) Letter sent
Meeting with Associate AHT
FPN pathway discussion
Formal Attendance Support Plan 2
Wave 4 Intervention
Attendance Support Plan Letter
(Agreed targets & int)

WPT Letter 4 Triggered (3-5 week monitoring – phase 4)

Up to 2 sessions absence
WPT Letter 5a (Improvement) Letter sent

Repeat Phase 3 Monitoring

3 – 5 sessions absence
WPT Letter 5b (Ongoing Monitoring) Letter sent

Repeat 3-5 week Phase 4 monitoring

Further 6 sessions absence
WPT Letter 5c (FPN 1) Letter sent
Attendance Panel (Headteacher and Governing Body)
Evaluation of intervention
Formal target setting
Fixed Penalty Notice pathway begins

FPN Letter 1 Triggered (3-5 week monitoring - FPN Phase 1)

After 3 – 5 week review attendance has improved

Continue with ongoing support plan identified through Attendance Panel

After 3 – 5 week review attendance has not shown improvement

Issue FPN Letter 2 following further discussion with parents (no formal meeting required)

FPN Letter 2 Triggered (3-5 week monitoring - FPN Phase 1)

After 3 – 5 week review attendance has improved

Continue with ongoing support plan identified through Attendance Panel

After 3 – 5 week review attendance has not shown improvement

Issue FPN Letter 3 following further discussion with parents (no formal meeting required)

Refer to Local Authority using Form 1 Referral
Form 1 - request for enforcement (SAMP)

LA to notify school of outcome

Outcome 1 – Fixed Penalty Notice (only one per family within a 2 year period)

If attendance improves continue with support identified through Attendance Panel

If attendance has not improved resume pathway at letter 2

Outcome 2 LASAP Meeting - agree outcome:
- Education Supervision Order
- Prosecution (simple or aggravated)
- Fixed Penalty Notice
- Deferral – either further support needed or further period of monitoring

Referral Rejected

Reasons provided and instructions regarding where to resume SAMP

Statutory Requirements, the Law and the Local Authority

In Rotherham a Fixed Penalty Notices are issued by the Local Authority to avoid duplicate notices. This ensures consistent and equitable application of policy, protects school-home relationships and allows alignment with other enforcement sanctions and statutory interventions.

Fixed Penalty Notices will only be issued for offences where the Local Authority is willing and able to prosecute and that are agreed at either the Local Authority School Attendance Panel (LASAP) or the FPN panel.

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The Local Authority will ensure that the issuing of Fixed Penalty Notices will be closely monitored to ensure that recipients pay the relevant fine. In instances where the penalty is not paid within the appropriate period, the Local Authority will prosecute.

- A Fixed Penalty Notice can only be issued in cases of unauthorised absence
- The Local Authority will receive requests to issue Fixed Penalty Notices from schools and requests will be screened to ensure adequate evidence of support and intervention, as required by the pathway, is submitted

There are a range of legal sanctions that may be imposed for dealing with unauthorised absence:
- Penalty Notices
- Parenting Contracts and Orders
- Education Supervision Orders, or
- referral to the Magistrates Court, which can recommend fines (up to £2500), or up to 3 months in prison

All sanctions are used to improve attendance and punctuality and reduce absence.

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