Minerva Learning Trust

STOCKSBRIDGE HIGH SCHOOL
This is Just the Start

# School Attendance Policy

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# Changes to this edition

New policy template in line with Working Together to Improve School Attendance 2026.

# 1. Purpose

Stocksbridge High School believes that, in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

The school understands that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, the school will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

The school takes a holistic approach to securing good attendance and recognises the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, supporting pupils with medical conditions or disabilities, safeguarding, pastoral support and wellbeing, support for young carers and children with a social worker, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

The school is committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents.
- Intervening early and working with the LA and other relevant partners to understand and remove barriers to attendance and provide appropriate support.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents understand their legal responsibility to make sure their child receives an efficient, full-time education suitable to their age, aptitude and any special educational needs they may have, and that, where their child is registered at school, they have an additional legal duty to ensure their child attends regularly.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

# 2. Aims

At Stocksbridge High School, we aim to safeguard, include, and support all our students.

We want to raise the aspirations and expectations for all students and so we take our responsibility to support good attendance for all very seriously. We want to enable our students to be the best that they can be through identifying and removing their individual barriers to success, whilst developing their independence and ensuring that they are included in all aspects of school life.

We aim to create an environment which enables and encourages all members of the community to reach out for excellence. For our students to gain the greatest benefit from their education, it is vital that they attend regularly and should be at school, on time, every day unless the reason for the absence is unavoidable.

There is a clear link between good attendance and achievement as well as the development of social, emotional, and personal skills. As such, we believe in the impact of good attendance for the following key reasons:

## Learning:

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning and progress. Student absence also disrupts teaching routines which may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parent/carer's legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

## Safeguarding:

A child may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility and within the context of this school, promoting the welfare and life opportunities for each child will encompass:

- Behaviour Management
- Attendance
- Health and Safety
- Access to the Curriculum
- Anti – bullying

# 3. Links to other documents

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Acts 1996 and 2002
- The Children Act 1989
- The Crime and Disorder Act 1998
- The Anti-Social Behaviour Act 2003
- The Sentencing Act 2020
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty Notices) (England) Regulations 2007, as amended
- The Education (Information about Individual Pupils) (England) Regulations) 2013
- The Children and Young Persons Acts 1933 and 1963
- Equality Act 2010
- DfE 'Working together to improve school attendance'
- DfE 'Children missing education'
- DfE 'Keeping children safe in education (KCSIE)'
- DfE 'Working together to safeguard children'
- DfE 'Providing remote education: guidance for schools'
- DfE 'Sharing daily pupil attendance data'
- DfE 'Summary table of responsibilities for school attendance'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

# 4. Attendance Staff

Ensuring we have a trained and experienced attendance team in school and across the school is essential to ensure a strategic and operational focus is placed on attendance and that timely and appropriate support is provided for our students and families. The table below provides key contact information for all staff with a responsibility for attendance within the school and across Minerva Learning Trust.

| Job Role | Member of staff | Telephone and extension number | Email address |
|---|---|---|---|
| Attendance Officer | Mrs Holly Jones | 0114 2883153 / 2883410 ext. 2163 | hjones13@stocksbridge-mlt.co.uk |
| Pastoral Manager (Y7) | Mrs Beth Travis | 0114 2883153 | BTravis@stocksbridge-mlt.co.uk |
| Pastoral Manager (Y8) | Mr James McGuinness | 0114 2883153 | JMcGuinness@stocksbridge-mlt.co.uk |
| Pastoral Manager (Y9) | Mr Rory McLaughin | 0114 2883153 | RMcLaughlin-Hart@stocksbridge-mlt.co.uk |
| Pastoral Manager (Y10) | Mrs Lisa Luttrell / Miss Laura Smith | 0114 2883153 | LLuttrell@stocksbridge-mlt.co.uk<br>lsmith@stocksbridge-mlt.co.uk |
| Pastoral Manager (Y11) | Mrs Lisa Luttrell / Miss Laura Smith | 0114 2883153 | LLuttrell@stocksbridge-mlt.co.uk<br>lsmith@stocksbridge-mlt.co.uk |
| SENCO | Mrs Samantha Burns | 0114 2883153 | SBurns@stocksbridge-mlt.co.uk |
| Safeguarding Officer | Mrs Danielle Briggs | 0114 2883153 | DBriggs1@stocksbridge-mlt.co.uk |
| Senior Leader of Attendance | Miss Claire Johnson | 0114 2883153 | CJohnson@stocksbridge-mlt.co.uk |
| Head Teacher | Mr Dave Williams | 0114 2883153 | DWilliams@stocksbridge-mlt.co.uk |
| Chair of Governors | Janet Kilburn | 0114 2883153 | enquiries@stocksbridge-mlt.co.uk |
| Trust Attendance and Belonging Officer | Mrs Helen Webster | 0114 2838438 | Hwebster@central-mlt.co.uk |
| Trust Safeguarding and Inclusion Manager | Mrs Lucy McGann | 0114 2838438 | Lmcgann@central-mlt.co.uk |
| Trust Director of School Improvement Inclusion | Mrs Gemma Hirst | 0114 2838438 | Ghirst@central-mlt.co.uk |
| Trust Chief Executive Officer | Ms Bev Matthews | 0114 283 8438 | enquires@central-mlt.co.uk |

# 5. Roles and Responsibilities

Stocksbridge High School will work collaboratively with local authorities, neighbouring schools, safeguarding partners, health services and other relevant agencies to remove barriers to attendance and improve outcomes for children and young people.

The roles and responsibilities of everyone who has a responsibility to secure good attendance of students are set out in the table below:

| | **Roles and Responsibilities** |
|---|---|
| **Student** | • To attend every day and own their attendance on a regular basis.<br>• Arrive on time and be punctual to timetabled registration time and lessons.<br>• Arrival after the first bell should sign in using Entrysign.<br>• Leaving during teaching hours must sign out using Entrysign<br>• Follow any support provided by the school to improve attendance |
| **Parents and Carers** | • Fulfil statutory duty to ensure their child is in school every day and on time.<br>• To ensure their child attends every day and on time.<br>• Read Minerva Learning Trust Attendance Policy<br>• Contact staff if there is an issue which is preventing your child from attending.<br>• Provide a reason for each day's absence before 8am<br>• Book routine appointments after school and at weekends<br>• Provide medical evidence where available or where requested by Stocksbridge High school for absences and only miss the part of the day for which the appointment is taking place<br>• Work in partnership with school staff to arrange a reintegration package when returning after a long-term absence.<br>• Ensure that no holidays are booked during term time.<br>• Any request for leave is requested by completing Notification of Term Time Leave form at least 20 schools' days in advance.<br>• Where an absence from school is likely to be long term parents and carers should contact school staff to discuss ways to minimise disruption to teaching and learning.<br>• Ensure children are equipped and ready to learn.<br>• Pro-actively engage with any attendance support offered by the school and the local authority |
| **Class Teacher (Secondary/FE)** | • Keep accurate attendance and punctuality records.<br>• Report attendance concerns to relevant school staff<br>• Promote the Minerva Learning Trust Attendance Policy<br>• Take official electronic register within the first 5 minutes of the lesson starting.<br>• Maintain accurate attendance records by recording students late to lesson on arrival.<br>• Alert relevant staff of students absent from lesson but marked present on previous registers.<br>• Promote the importance of attendance<br>• Welcome students on return to school following an absence and support them to catch up with any missed learning<br>• Provide a positive learning environment that ensures equality of access for all. |

| | Roles and Responsibilities |
|---|---|
| | • Put strategies in place, as advised by the SEND (Special Educational Needs and Disabilities) and pastoral teams to ensure specific needs are met.<br>• Promote and get involved with attendance competitions.<br>• Identify emerging patterns of attendance issues within own class groups and work to remove any barriers identified.<br>• Encourage students to come to school daily.<br>• Discuss attendance at parental events.<br>• Refer attendance concerns to Curriculum Leaders/Phase leaders |
| **Form tutor** | • Keep accurate attendance and punctuality records.<br>• Report attendance concerns to relevant school staff<br>• Promote the Minerva Learning Trust Attendance Policy<br>• Take official electronic register within the first 5 minutes of form time.<br>• Maintain accurate attendance records by recording students late to lesson on arrival.<br>• Promote the importance of attendance<br>• Welcome students on return to school following absence and support them to catch up with any missed learning<br>• Provide a positive learning environment.<br>• Promote and get involved with attendance competitions.<br>• Identify emerging patterns of attendance issues within own form groups.<br>• Encourage students and parents/carers to come to school daily.<br>• Have an early 1st contact/discussion with the student and parent/carers about the attendance concerns.<br>• Discuss any absences with students.<br>• Work in partnership with parents/carers.<br>• Refer concerns to Pastoral Manager/Head of Year/SLT |
| **Receptionist, Administration Assistants** | • Keep accurate attendance and punctuality records.<br>• Report attendance concerns to relevant school staff<br>• Promote the Minerva Learning Trust Attendance Policy<br>• Promote importance of attendance<br>• Promote and get involved with attendance competitions.<br>• Welcome Parent, Carers and Students when arriving to reception.<br>• Welcome students on return to school following absence.<br>• Refer concerns to Pastoral Manager/Head of Year<br>• Challenge absences reported by parents or carers with the aid of the telephone script. |
| **Inclusion/Pastoral** | • Have an oversight of attendance across their year group/phase.<br>• Promote the Minerva Learning Trust Attendance Policy<br>• Follow the Minerva Learning Trust Graduated Response to student absence.<br>• Have an overview of all student attendance.<br>• Conduct student pickups and safe and well home visits.<br>• Work with the Attendance Team to coordinate strategies that promotes excellent attendance.<br>• Ensure all members of the team including Form Tutors are fully aware of the Minerva Learning Trust Attendance Policy, documentation and procedures relating to attendance and punctuality.<br>• Maintain accurate attendance records<br>• Challenge absences reported by parents or carers with the aid of the telephone script.<br>• Contacting parents/carers who have not notified their child reason for absence. |

| | Roles and Responsibilities |
|---|---|
| | • Liaise with Attendance Officer/EWO and Attendance Lead on all aspects of attendance data and management.<br>• Liaise with Safeguarding Team of absences where they are a safeguarding concern.<br>• Ensure attendance and punctuality is a standing item on all team meetings.<br>• Welcome students on return to school following absence and ensure appropriate support plans are in place.<br>• Checking the whereabouts of students thought out the day.<br>• Get involved with attendance competitions.<br>• Track attendance and identify emerging trends and patterns of absence.<br>• Identify the underlying cause for absence and ensure appropriate intervention and support is put in place.<br>• Keep student records up to date with reasons for absence, details of phone called home, interventions, and additional support – including monitoring the impact of such support.<br>• Mentor students at risk of becoming PA and ensure appropriate Attendance Support Plans are put in place.<br>• Arrange and conduct attendance individual and group work sessions.<br>• Ensure reduced timetable and elective home education protocols are adhered to and followed.<br>• Work with external agencies where necessary to support the child/family and liaise with partner primary schools of siblings |
| **School Attendance Team** | • Promote the Minerva Learning Trust Attendance Policy<br>• Maintain accurate attendance records.<br>• Recording attendance intervention on the Minerva Learning Trust Attendance Tracker<br>• Recording attendance interventions, actions, communications and outcomes accurately within A Star Attendance Solutions and other relevant school systems.<br>• Promote importance of attendance<br>• Promotion and delivery of rewards for 100% or improvement in attendance<br>• Collation and distribution of daily and weekly attendance data<br>• Welcome students on return to school following absence.<br>• Conduct student pickups and safe and well home visits.<br>• Make home visits to persistently absent students or those at risk of PA.<br>• Recording lates on Arbor, circulating detention list and management of the detention<br>• Contacting parents/carers who have not notified their child reason for absence.<br>• Challenge absences reported by parents or carers with the aid of the telephone script.<br>• Working with Pastoral Leaders to follow intervention steps when trigger points are reached.<br>• Working with Pastoral Leaders on interventions, sanctions, and rewards.<br>• Using A Star Attendance Solutions and the school's Management Information System to produce individual and cohort reports, identify emerging concerns and monitor the impact of attendance interventions.<br>• Arrange and conduct parental and student attendance meetings.<br>• Arrange and conduct attendance individual and group work sessions.<br>• Follow graduated response to update daily the Arbor attendance registers for those students who are on Managed Moves or at Alternative Provision<br>• Processing Term Time Leave requests.<br>• Processing and referring penalty notice documentation to Local Authority<br>• Working with Attendance Teams in The school and feeder primary schools |

| | Roles and Responsibilities |
|---|---|
| | • Attend Minerva Learning Trust Networking Sessions<br>• Reporting Children Missing in Education<br>• Support the gathering of evidence to support legal proceedings<br>• Leading a compassionate approach when listening to parents and students regarding barriers to attendance<br>• Enforcing attendance through statutory interventions in cases of persistent poor attendance where other supports have not been successful<br>• Inform the local authority if a student is absent from school due to medical reasons for more than 15 days |
| **Safeguarding Officers** | • Promote the Minerva Learning Trust Attendance Policy<br>• Follow the Minerva Learning Trust Graduated Response to student absence.<br>• Have an overview of all student attendance.<br>• Conduct student pickups and safe and well home visits.<br>• Challenge absences reported by parents or carers with the aid of the telephone script.<br>• Supporting the Heads of Year and Attendance Team with all attendance issues.<br>• Assisting with parent carer attendance meetings when safeguarding is a factor.<br>• Assisting with home visits and student pick-ups.<br>• Dealing with escalated attendance issues.<br>• Running individual student reports to monitor attendance for students who have an allocated Social Worker or students who are vulnerable.<br>• Working with Attendance Team to follow intervention steps when trigger points are reached.<br>• Working with Attendance Officer on interventions, sanctions, and rewards.<br>• Promotion of attendance to parents, carers, students, and external agencies<br>• Reporting Children Missing in Education.<br>• Where students are open to social care or youth justice ensure that absence data is shared with the key professional each day |
| **Senior Attendance Champion**<br><br>**(Senior Leader)** | • Consistently implement the attendance policy and strategy<br>• Lead and promote whole school attendance.<br>• Implement the rewards for attendance.<br>• Implement attendance policy and statement of strategy of attendance.<br>• Monitor whole school attendance.<br>• Link with key members of staff to ensure attendance interventions are appropriate.<br>• Provide a positive learning environment.<br>• Attendance is a standing item on any staff meeting agenda.<br>• To arrange line management meetings with attendance team to improve and drive attendance and punctuality.<br>• Regularly QA attendance processes using the MLT audit tool<br>• Ensure there is a clear attendance action plan in place to continually drive the agenda around attendance<br>• Engage positively with Local Authority attendance initiatives, Targeting Support Meetings and multi-agency processes designed to improve attendance outcomes.<br>• Providing the LA, at the frequency agreed with the LA and no less frequently than once per calendar month, with the names and addresses of pupils of compulsory school age who fail to attend school regularly or who have been absent continuously for ten school days where their absence has been recorded using one or more of codes G, N, O and/or U. |

| | Roles and Responsibilities |
|---|---|
| **Headteacher** | • Ensure consistent implementation of the school attendance policy and develop a school level attendance strategy.<br>• Ensure accurate maintenance of the school roll.<br>• Lead and promote whole school attendance.<br>• Appointing a member of the SLT to strategically oversee attendance<br>• Provide rewards for attendance.<br>• Implement attendance policy and statement of strategy of attendance.<br>• Monitor whole school attendance.<br>• Oversee attendance intervention.<br>• Provide a positive learning environment.<br>• Attendance is a standing item on staff meeting agenda.<br>• Ensure systems for effective home-school liaison are in place<br>• Issuing penalty notices where appropriate or authorising a deputy or assistant headteacher to issue them, in accordance with the National Framework for Penalty Notices and the LA's Local Code of Conduct. |
| **Trust Safeguarding and Inclusion Manager** | • To develop and deliver an attendance strategy and strategically lead improvements in attendance across Minerva Learning Trust.<br>• To coordinate and provide Continuing Professional Development for Attendance Team<br>• To develop, lead and implementation of a Trust wide attendance strategy to include a common graduated response across the school for children and young people up to 19-year-olds, taking particular account of vulnerable students.<br>• To produce, develop and update the Minerva Learning Trust Student Attendance Policy regularly in accordance with DfE (Department for Education) and Local Authority guidance.<br>• Plan, develop and implement the school Attendance strategic development plan.<br>• To provide support, guidance and current legislation to the Senior Leadership Teams and governing bodies within the school.<br>• Contribute to the Attendance Link meetings between Senior Leadership and Attendance staff.<br>• To develop a consistent procedure for the attendance legal process and oversee the process across all of the school schools.<br>• Develop, review and implement an agreed attendance tracker to record interventions across the school.<br>• Guide schools in data analysis and identifying trends and support the development of individual school's strategic plans for safeguarding and attendance in liaison with the relevant leads in the school.<br>• Ensure the recruitment, induction and training for any new safeguarding and attendance staff is consistent is across the schools.<br>• Ensuring attendance training forms part of the school's continuing professional development offer for all staff, with dedicated attendance training provided to staff who have a specified attendance function. |

| | Roles and Responsibilities |
|---|---|
| **Director of School Improvement - Inclusion** | • To ensure Trust wide strategic leadership of attendance<br>• To develop and deliver an attendance strategy and strategically lead improvements in attendance across Minerva Learning Trust.<br>• Review and update the Minerva Learning Trust Attendance Policy<br>• Monitor the attendance data and related issues of the school and ensure swift and efficient action is taken by school and Trust staff to address any issues.<br>• Ensure sufficient allocation of resources to support good attendance.<br>• Ensure proficient staff training and development. |
| **CEO and Executive Director of Education** | • To have Trust wide strategic oversight of attendance and strategic support and challenge<br>• To ensure that national school attendance regulations, guidelines and other legislation are fully and properly complied with<br>• Undertake an annual review of the Attendance Policy<br>• Monitor the attendance data and related issues of the school.<br>• Ensure sufficient allocation of resources to support good attendance<br>• Ensure the Headteacher provides the governing body a half termly attendance report which is broken down into vulnerable groups which is compared to National attendance figures. |
| **Governors and Trustees** | • To provide strategic challenge and support to school leaders<br>• To ensure that national school attendance regulations, guidelines and other legislation is fully and properly complied with<br>• Monitor implementation of the school's Attendance Policy<br>• Monitor school attendance data and related issues through a standing item on the governing body agenda.<br>• Ensure the Headteacher provides the governing body a half termly attendance report which is broken down into vulnerable groups which is compared to National attendance figures.<br>• Ensure systems for effective home-school liaison are in place.<br>• Ensure school staff receive adequate training on attendance |

# 6. Attendance Expectations

As a result of this policy, Parent/Carers and Students can expect Stocksbridge High School to:

- Provide a broad and balanced education that is dependent on regular attendance at school.
- Reward good attendance and punctuality.
- Make contact following the Minerva Learning Trust First Day Absence Gradual Response when a student fails to attend School.
- Ensure accurate recording of attendance and to keep parents regularly informed about their child's attendance.
- Act promptly and keep Parents/Carers informed when issues affecting attendance arise.
- Involve appropriate outside agencies where necessary when issues arise that are impacting on attendance and learning.
- Actively discourage late arrival, seek explanations from parents for lateness and monitor patterns of late arrival to identify where further support or intervention may be needed.

Stocksbridge High School expects Parent/Carers to:

- Fulfil their legal responsibility to encourage their children to attend school regularly and punctually. The Law relating to attendance, Section 7 of the Education Act 1996, states that 'the parent of every child of compulsory school age shall cause him / her to receive efficient full-time education suitable: - (a) to age, ability, and aptitude and (b) to any special educational needs he/ she may have Either by regular attendance at school or otherwise'
- Contact the school on each day of absence to explain the reasons which will be added as a comment on the child individual register and ensure that medical evidence is sent into school.
- Ensure their child arrives in uniform or ensuring their child is adhering to the dress code and has all the essential equipment for learning.
- Avoid taking family holidays during term time and making non-urgent medical/dental appointments during school hours where possible.
- There are times when we need to contact parents/carers about lots of things, including absence, so we need to have up to date contact numbers at all times. So, Parents/Carers should make sure school always has an up to date number for at least two contacts.

Stocksbridge High School expects all students, including students in Post-16 education to:

- To attend all lessons and sessions as determined on their timetable and by the school
- Arrive equipped and ready to learn
- Follow registration procedure
- Inform the Attendance Team of known absences in advance (appointment card or letter)
- Sign in/out should they arrive and/or leave outside of registration times (only with an authorised note). This includes sixth form students arriving before timetabled lessons and leaving early due to home study

# 7. Registration

### Times of the School Day

| Session | Time |
|---|---|
| Gates open | 8.20am |
| Registration | 8.40am |
| Period 1 | 9.10 – 10.10am |
| Period 2 | 10.10 – 11.10am |
| Break | 11.10 – 11.30am |
| Period 3 | 11.30am – 12.30pm |
| Period 4 | 12.30 – 1.30pm |
| Lunch | 1.30 – 2.10pm |
| Period 5 | 2.10 – 3.10pm |
| End of the school day | 3.10pm |
| Period 6 | 3.10 – 4pm |

### Admissions Register

The admissions register contains specific personal details of every student in every school along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended. Students will be placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the student will first be attending. A student's name can only lawfully be deleted from the admissions register if a reason set out in regulation 8 of the Education (Student Registration) (England) Regulations 2006.

If a student has been entered onto the admissions register in error, the school will follow Department for Education guidance and relevant legislation when correcting the admissions register and will retain appropriate evidence to support its decision.

### Registering students

The Education (Student Registration) (England) Regulations 2006) require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session. The register must be taken at the same time of day for all students. This will be an electronic register (paragraph 31, Working Together to Improve School Attendance, 2026)

The register must record whether the student was:

- Present
- Absent
- Present at an approved educational visit
- Unable to attend due to exceptional circumstances

All teaching staff are responsible for registering students within the first 5 minutes of a lesson. Failure to do so on a regular basis may lead to disciplinary action.

Attendance coding will be quality assured regularly by the Attendance Lead to ensure consistent application of DfE attendance codes, including those relating to dual registration, flexi-schooling, access arrangements and unavoidable absence.

Comments in Arbor registers are used as a method of communication for staff and used in the following situations:

- Record information from parents and carers as to a student's whereabouts
- To enable staff to locate a student who is not in their timetabled lesson.
- Data will be preserved for every entry in the attendance registers for 6 years from the date the data was entered (paragraph 36, Working Together to Improve School Attendance, 2026)
- Registers will use the revised attendance and absence codes (paragraphs 283 to 407, Working Together to Improve School Attendance, 2026)
- Schools will share their daily attendance data directly from their management information system, which can be accessed by the DFE. (paragraph 51, Working Together to Improve School Attendance, 2026)

## 8. Absence Procedures

If a child is absent or late to school, Parents/Carers must:

- Contact the school every day their child is absent before 8am either by telephone call or email.
- Provide medical evidence for any days' absences where available or where requested by the school. Medical evidence can be appointment cards, appointment text messages or emails, receipts of prescriptions or medication stickers which identify the child's name and date prescribed.

If a child is absent, school-based attendance teams will:

- Make contact following the Minerva Learning Trust First Day Absence Gradual Response when a student fails to attend School.
- Text, call, or conduct a home visit on the day of absence if we have not heard from home.
- Make contact with any named outside agencies when appropriate.

Parents/carers are expected to contact school at an early stage and to work with the staff in resolving any problems together. We will always try to resolve the attendance issues by agreement; however, if efforts to improve the child's attendance fail and unauthorised absences persist, sanctions such as fixed Penalty Notices and/or prosecutions will have to be pursued.

# 9. Recording Absence

Morning and afternoon attendance and absences are recorded electronically using the school's Management Information System.

Attendance Officers will use the correct attendance codes for the absence, as set out by Department for Education; as detailed below.

| Code | Classified As | Reason for Recording |
|---|---|---|
| / \ | Present | Students who are in attendance at school |
| B | Present | Students attending other approved educational activity |
| C | Authorised Absence | Leave of absence for exceptional circumstances |
| C1 | Authorised Absence | Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad |
| C2 | Authorised Absence | Leave of absence for a compulsory school age student subject to a part-time timetable |
| D | Not expected to attend | Students who are dual registered at another school |
| E | Authorised Absence | Suspended or permentantly excluded and no alternative provision made |
| G | Unauthorised Absence | Holiday not granted by the school |
| I | Authorised Absence | Illness (not a medical or dental appointment) |
| J1 | Present | Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution |
| K | Present | Students who are attending educational provision arranged by the local authority |
| L | Present | Students who arrive to school after the closure of registration register |
| M | Authorised Absence | Leave of absence for the purpose of attending a medical or dental appointment |
| N | Unauthorised Absence | Reason for absence not yet established; where the reason cannot be established within five school days, the school will amend the entry to Code O. |
| O | Unauthorised Absence | Absent in other or unknown circumstances |
| P | Present | Students who are participating in a supervised sporting activity |
| Q | Not expected to attend | Unable to attend school due to the lack of access arrangements, in accordance with the circumstances set out in the School Attendance (Pupil Registration) (England) Regulations 2024. |
| R | Authorised Absence | Religious observance |

| | | |
|---|---|---|
| S | Authorised Absence | Leave of absence for the purpose of studying for a public examination |
| T | Authorised Absence | Parent travelling for occupational purposes |
| U | Unauthorised Absence | Arrived in school after registration closed |
| V | Present | Students who are on an educational visit or trip |
| W | Present | Students who are on approved work experience |
| X | Not expected to attend | Non-compulsory school age student not required to attend school |
| Y1 | Not expected to attend | Unable to attend due to transport normally provided not being available |
| Y2 | Not expected to attend | Unable to attend due to widespread disruption to travel |
| Y3 | Not expected to attend | Unable to attend due to part of the school premises being closed |
| Y4 | Not expected to attend | Unable to attend due to the whole school site being unexpectedly closed |
| Y5 | Not expected to attend | Unable to attend as student is in criminal justice detention |
| Y6 | Not expected to attend | Unable to attend in accordance with public health guidance or law |
| Y7 | Not expected to attend | Unable to attend because of any other unavoidable cause |
| Z | Not expected to attend | Prospective student not on admission register |
| # | Not expected to attend | Planned whole school closure |

Pupils who are not physically attending school but are receiving remote education will continue to be recorded as absent using the appropriate absence code. Remote education will only be used in accordance with the DfE's guidance, including as a last resort where appropriate and as part of a plan to reintegrate the pupil into school.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name of the person who made the amendment. The attendance register will only routinely be amended where the reason for absence could not be established when the register was taken and it subsequently becomes necessary to correct the entry.

Every entry in the attendance register will be preserved for six years from the date the data was entered.

# 10. Authorising Absence Requests

Parents will be required to request certain types of absence in advance. All requests for absence will be handled by the headteacher – the decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the pupil and the impact on the pupil's education into account. The headteacher's decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents and will not deny any request without good reason.

If the Headteacher feels that the individual circumstance is exceptional enough to authorise the leave, parents will be informed of this within 10 school days of the request. If parents haven't been made aware that the request has been authorised within 10 school days, this means that the request hasn't been authorised.

If parents/carers choose to take their children out of school during term time for 5 or more consecutive school days (spanning over holiday periods, inset days or weekends would constitute consecutive school days, and this is not authorised by the School, the School are expected to request that the Local Authority issue a Fixed Penalty Notice of £160 (if paid between 21 and 28 days) this is reduced to £80 (if paid within 21 days). Each parent/carer will be issued with a penalty notice for each child, one per parent per child, issued separately.

For example: 2 parents/carers of 2 children. Each parent/carer will be issued 2 fines, one for each child. The overall cost to each parent would be £320 if paid within 28 days, reduced to £160 if paid within 21 days for a **first offence.** For a **second offence,** the amount would be £320 per parent as there will be no opportunity to pay at the reduced amount.

**Leave of absence**

Stocksbridge High school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to complete the Minerva Learning Trust Leave of Absence Request form at least **two weeks** prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur. One form per child per request should be completed.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the headteacher will determine the length of time that the pupil can be away from school. A need or desire for a holiday or other absence for the purpose of leisure and recreation will not generally be considered an exceptional circumstance.

Leave of absence will not be granted for a pupil to take part in a protest activity during school hours.

A leave of absence for a pupil during term time will only be granted if the request meets the specific circumstances set out in the School Attendance Regulations 2024, which are:

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

- Exceptional circumstances.

If term-time leave is not granted, taking a pupil out of school will be recorded as unauthorised absence and may result in a penalty notice or other legal intervention being considered in accordance with the National Framework for Penalty Notices and the LA's Local Code of Conduct.

**Illness and healthcare appointments**

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to request approval for their child's absence as far in advance as is practicable.

Leave for a medical or dental appointment will only be granted where an application is made in advance by a parent and the school is satisfied, based on the individual facts of the case, that exceptional circumstances justify the leave. Parents will be responsible for ensuring their child misses only the minimum amount of time necessary to attend the appointment.

**Performances and activities, including paid work**

The school will have the discretion to grant leave of absence during school hours for pupils to undertake employment, whether paid or unpaid, in accordance with the relevant legislation.

Leave of absence for the purpose of employment will only be granted under the circumstances set out in Regulation 11(2) of the School Attendance (Pupil Registration) (England) Regulations 2024, namely:

- Where the LA has issued a licence for the pupil to take part in a performance as regulated by section 37(2) of the Children and Young Persons Act 1963.
- Where a licence is not required because an exception applies under section 37(3) of the Children and Young Persons Act 1963, including where a Body of Persons Approval (BOPA) covering the pupil has been granted by the local authority in which the performance will take place, or by the Secretary of State.
- Where a Justice of the Peace has granted a licence under section 25(2) of the Children and Young Persons Act 1933 for the pupil to travel abroad for a performance or another regulated purpose.

The school will give due consideration to requests for leave of absence supported by a licence issued by a local authority or a BOPA. Such requests will be treated sympathetically, provided the school is satisfied that participation in the activity will not have a detrimental impact on the pupil's education.

Where a LA licence specifies the dates on which a pupil is permitted to be absent for the purpose of a performance, the school will record the absence for those dates as if a formal leave of absence has been requested and granted.

In cases where a licence issued by the LA does not specify particular dates, or where the absence is supported by a BOPA or another form of exemption or licence—such as one granted by a Justice of the Peace under relevant legislation—the decision to grant leave of absence will remain at the discretion of the school.

While not required to follow Regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024, the school will nonetheless record such absences using the appropriate code, where a pupil is participating in a regulated performance or undertaking regulated employment abroad under a valid licence or exemption.

This code will be recorded as an authorised absence for statistical purposes.

**Code J1: Attending an interview for employment or for admission to another educational institution**

Stocksbridge High School will usually grant leave of absence where an application has been made in advance by the parent with whom the pupil normally lives and the leave is to enable the pupil to attend an interview for employment or admission to another educational institution, e.g. college, sixth form or another educational institution.

The school will still use the J1 code to record that a leave of absence has been granted for the purpose of attending an interview for employment or for admission to another educational establishment.

The interview must take place during the session for which it is recorded.

This code will be recorded as an authorised absence for statistical purposes.

**Code S: Study leave for a public examination**

Stocksbridge High School may grant leave of absence under regulation 11(5) for a pupil to study for a public examination where the leave has been agreed in advance with a parent with whom the pupil normally lives, or with the pupil where they will be over compulsory school age by the time of the absence.

Study leave will not be granted by default once tuition for the examination syllabus is complete and will be used sparingly. Provision will still be made available for pupils who want to continue to come into school to revise.

The school will use the S code to record when a pupil is absent with leave that has been granted for the purpose of studying for a public examination.

## Code C2: Pupils subject to a part-time timetable

In very exceptional circumstances and where it is in a pupil's best interests, the school will grant leave of absence to accommodate for a pupil on a part-time timetable.

The school will grant a leave of absence under Regulation 11(6) to temporarily reduce the timetable of a pupil of compulsory school age to part-time, where both the school and the parent with whom the pupil normally resides have agreed – on an exceptional basis – that the pupil should receive part-time education for a limited period. This agreement must include the specific times and dates the pupil is expected to attend during the temporary part-time arrangement.

The school will still use the C2 code to record when a pupil is absent with leave because they are subject to a part-time timetable in line with an agreement between the school and a parent the pupil normally lives with that the pupil should temporarily be educated part-time.

Where a pupil is receiving full-time education but only attends the school on a part-time basis—such as in cases of dual registration, part-time unregistered alternative provision, or flexi-schooling, the part-time timetable code will not be used. Instead, the school will record the pupil's absence using the appropriate attendance code that reflects the reason the pupil is not attending that particular session.

In such circumstances, the days on which the pupil is expected to attend school will be agreed in advance.

## Religious observance

Parents will be expected to notify the school as far in advance as possible where their child will be absent for religious observance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

Where the relevant religious body sets apart only one day for a religious observance, only that day will be recorded using Code R. Any additional absence requested will be considered separately as a request for leave of absence in exceptional circumstances.

The school may seek advice from the religious body in question where there is doubt over the request.

## Parent's travelling for occupational purposes

Where a pupil is a mobile child and their parent is travelling in the course of their trade or business, the parent will be expected to notify the school of the absence as far in advance as possible. Code T will only be used where the pupil has no fixed abode, and the parent is engaged in a trade or business that requires them to travel from place to place. Occasional or short-term travel will not normally meet the requirements of this code.

The school will not routinely require evidence that a parent is travelling for occupational purposes; however, evidence may be requested where there is genuine and reasonable doubt about the authenticity of the reason given for the absence.

Where a parent is travelling for occupational purposes in England, the school will support continuity of education and, where appropriate, the pupil will be expected to attend a school in the area where the parent is travelling and be dual registered at that school and their main school.

## 11. SEND and Health-related absences

Stocksbridge High School recognises that pupils with SEND and/or health conditions, including mental health conditions, may face greater barriers to attendance than their peers. The school will maintain the same high ambition for their attendance as for all other pupils, while providing additional support and reasonable adjustments where needed.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL, and the Child Protection and Safeguarding Policy will be followed. All pupils will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA where there are reasonable grounds to believe that a pupil of compulsory school age will miss 15 school days, consecutively or cumulatively, because of sickness, and work with the LA to support continuity of education.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there have been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.

- Carrying out a strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Using a temporary, time-limited part-time timetable only in very exceptional circumstances where it is in the pupil's best interests, with parental agreement, regular review dates, a clear proposed end date and the aim of returning the pupil to full-time education as soon as possible. A part-time timetable will not be used to manage behaviour.
- Ensuring a pupil can have somewhere quiet to spend lunch and break times.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

Where a pupil subject to a part-time timetable has an EHC plan, the school will discuss the arrangement with the LA so that the pupil's support package can be reviewed as appropriate. Where the pupil has a social worker, the school will keep them informed and involved in the process.

Stocksbridge High School will not routinely request medical evidence to support illness-related absence. Reasonable evidence may be requested where there is genuine and reasonable doubt about the authenticity of the illness, or where a pupil has prolonged or repeated illness and further information would help the school understand their needs, identify appropriate support or reasonable adjustments, or accurately record the absence. The school will not be rigid about the form of evidence requested and will consider other appropriate evidence provided by parents.

The Senior Attendance Champion will ensure that attendance data for pupils with SEND and/or long-term physical or mental health conditions is regularly monitored so that emerging patterns are identified and additional support from the LA or other partners can be accessed where necessary.

# 12. Truancy

Truancy will be considered to have occurred where a pupil is absent from school, or from part of the school day, without permission and without a legitimate reason for the absence having been established. This includes internal truancy, where a pupil is present on the school site but is absent from a timetabled lesson or other required activity without permission.

Where a pupil is identified as missing from a timetabled lesson but is believed to remain on the school premises, the school will follow its internal procedures for locating the pupil immediately. Where the pupil cannot be located, the procedures below will be followed.

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the absent pupil will inform the senior leadership team immediately
- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the senior leader
- Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted
- If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified by telephone call
- The school will attempt to contact parents using all emergency contact numbers provided
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted
- If the pupil has an allocated social worker and/or youth offending team worker, is a looked-after child, or has any other identified vulnerability that may increase safeguarding concerns, the appropriate professionals will be informed without delay, where relevant.
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well
- Parents and any other agencies will be informed immediately when the pupil has been located

Following the incident, the headteacher will consider the circumstances that led to the pupil leaving or becoming absent from the school premises and will ensure that any necessary support, safeguarding action or behavioural response is put in place. Where appropriate, sanctions may be applied in accordance with the Behaviour Policy.

The headteacher will carry out a full investigation and will draw a conclusion as to how the incident occurred. If appropriate, a safeguarding near miss learning review will be completed

and policies and procedures will be reviewed in accordance with the outcome where necessary.

The school will ensure that any necessary attendance records are reviewed and amended, where appropriate, to provide an accurate record of the pupil's attendance and absence during the relevant session.

## 13. Attendance Intervention

In order to ensure the school has effective procedures for managing and improving attendance, the Senior Attendance Champion, supported by the SLT and attendance officer, will:

- Ensure appropriate interventions and support are available to address barriers to attendance.
- Monitor and evaluate the effectiveness of attendance strategies and interventions, adapting them where necessary.
- Ensure that pupils at risk of persistent or severe absence and their parents are supported to understand and address barriers to attendance.
- Where absence intensifies, ensure that support is increased and that the school works with the LA and other relevant partners where appropriate.
- Where voluntary support has not been successful or engaged with, oversee the school's work with the LA to formalise support or consider appropriate legal intervention.
- Using form tutors, heads of year and pastoral staff, where appropriate, to identify emerging attendance concerns, discuss barriers with pupils and provide ongoing attendance support.

The school will use attendance data, in line with the 'Monitoring and analysing absence' section of this policy, to identify individual pupils and cohorts where patterns of absence are emerging and develop appropriate strategies to improve attendance. Interventions will take account of the particular needs and barriers of the pupils and families they are designed to support.

A Star Attendance Solutions will be used to support the identification of emerging attendance concerns, the prioritisation of cases and the recording and review of attendance interventions. The information available through the system will inform professional decision-making but will not replace individual assessment, communication with families or consideration of pupils' circumstances and barriers to attendance.

Where attendance rewards are used, the school will ensure they are applied sensitively and without discrimination and may recognise good attendance, punctuality and improvements in attendance.

Any attendance reward scheme will take account of individual circumstances and will be designed so that pupils who face additional barriers to attendance, including pupils with SEND, disabilities, health conditions or other significant circumstances, are not unfairly disadvantaged. Where appropriate, improvements in attendance or individual attendance goals may be recognised.

# 14. Support Systems

The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

The school will ensure that there are **two** sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance officer will work collaboratively with the pupil and their parents to understand and address the specific barriers to regular attendance. Where absence is at risk of becoming persistent or severe, or where engagement with support is proving challenging, the matter will be escalated to the Senior Attendance Champion, who may lead more formal discussions with the family and involve the LA School Attendance Support Team where appropriate. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where barriers are related to the pupil's experience in school, e.g. bullying, the attendance officer will work with the Senior Attendance Champion and relevant school staff, such as the DSL and SENCO, to address them and arrange appropriate support or reasonable adjustments. Where barriers are outside of the school's control, the school will work with the pupil, parents, the LA and other relevant partners to help the family access appropriate support, which may include referrals to external services, early help or whole-family support.

Any agreed attendance support, actions or interventions will be regularly reviewed with the pupil and their parents to assess their effectiveness and will be adapted where necessary to reflect the pupil's and family's circumstances.

Stocksbridge High School may implement the following strategies to support improved attendance.

- Attendance Action Plan
- Referral to school's Pastoral Team
- Additional Learning Support
- Reintegration support packages
- Referral to School Nurse Team
- Referrals to Early Help services
- Attendance Report cards
- Attendance panels

**Part Time Timetables**

All students at compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a time limited part-time timetable to meet their individual needs. A part-time timetable must only be in place for the shortest time necessary and will be used to support a successful return to full-time education.

The Senior Leader of Inclusion is the nominated person in the school who is to be informed of any reduced timetable.

All schools within the Minerva Learning Trust must follow the Part Time Timetable Standard Operating Procedure. Any part-time timetables must be reviewed every 4 weeks.

When considering a part-time timetable school should:

- be satisfied that it is appropriate for the needs of the student, agreed with other professionals as required
- have signed parental permission, evidenced on the student file prior to implementation. If the parent does not agree, this cannot go ahead.
- complete an action plan, agreed with the parent/carer and student with planned reintegration to full-time attendance.
- contact Virtual School, named Social Worker or Early Help practitioner or SEND officer before considering a part-time timetable for a student known to any of those services. See further information below.

If a school is considering a part-time timetable for a student, consideration should be given to undertaking an Early Help Assessment as the child may have emerging needs and require early help support from the school.

Derbyshire Schools should consider that a timetable of less than 25 hours is part-time; Derbyshire LA must be notified of any students on a part-time timetable.

Any students engaging in a temporary part-time Timetable must be recorded on the register as Code C2.

**Remote Education**

In line with DfE guidance, remote education will only be considered where a student is unable to attend school and where attendance at school is not possible despite appropriate support and reasonable adjustments.

Remote education will be used as a temporary measure and only as a last resort. It will not replace the school's ambition for all students to attend school in person wherever possible.

Where remote education is provided, there will be a clearly documented reintegration plan which outlines:

- the support being provided;
- intended timescales;
- review points;
- actions required to facilitate a return to full-time school attendance.

The school will work closely with students, families and professionals to ensure reintegration takes place as soon as appropriate

## 15. Persistent Absence

The school will recognise PA as circumstances where a pupil misses 10% or more of school. Severe absence will be recognised in circumstances where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Pupils with a social worker, including children in need and pupils subject to child protection plans.
- LAC.
- Young carers.
- Pupils who are eligible for FSM.
- Pupils with SEND.
- Pupils with physical or mental health conditions.
- Pupils who have faced bullying and/or discrimination.
- Pupils from groups or backgrounds that have, or have historically had, lower attendance than their peers.

Stocksbridge High School will ensure it provides support to pupils at risk of PA, in conjunction with all relevant external authorities where necessary.

All schools will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps in learning.
- Meeting with the pupil and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Regularly reviewing progress and the impact of support with the pupil and their parents
- Making regular contact with the pupil's parent to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.
- Reviewing lesson-level attendance data to identify whether absence is associated with particular subjects, lessons, times of day or other aspects of the pupil's timetable or school experience.

The school will give particular priority to pupils who are severely absent, meaning they miss 50 percent or more of school. These pupils will be treated as a top priority for attendance support, and the school will work jointly with the LA and other relevant partners to identify and address the barriers to attendance and coordinate any intensive or whole-family support required.

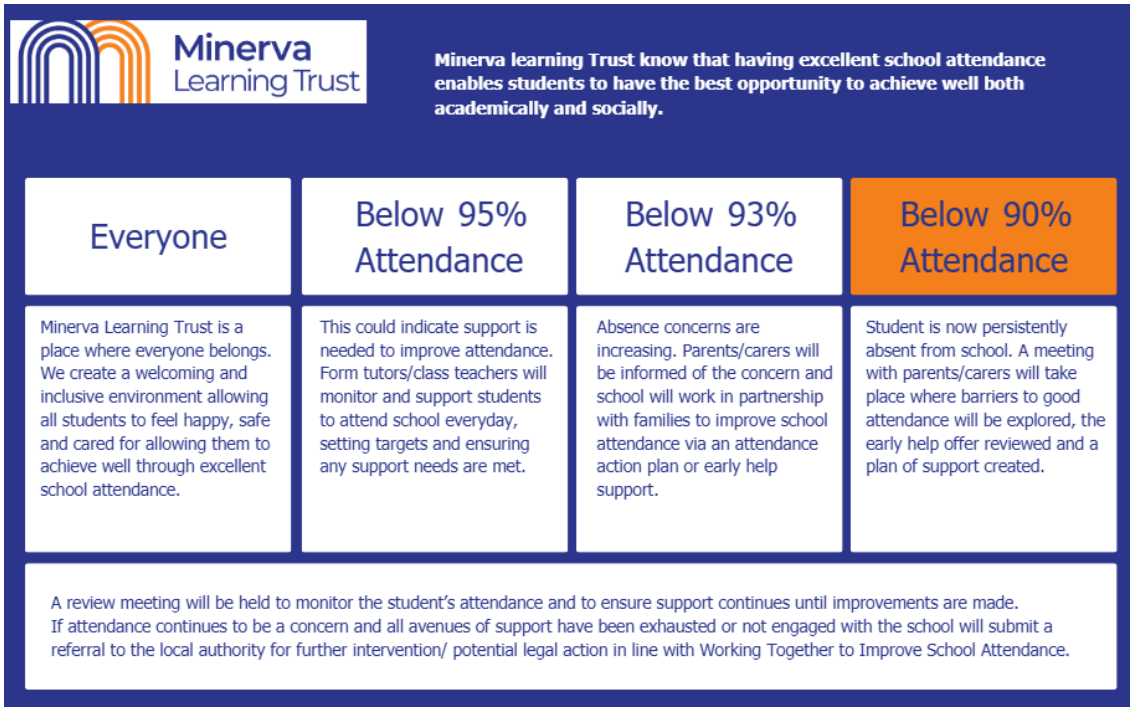
Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care.

Where all appropriate avenues of support have been facilitated and any necessary educational support or provision has been put in place, but severe unauthorised absence continues, the school will recognise that this may constitute neglect. Any safeguarding concerns will be escalated in accordance with the Child Protection and Safeguarding Policy, including referral to children's social care where appropriate.

The Senior Attendance Champion will ensure that patterns of persistent and severe absence are a regular focus of the school's attendance monitoring so that individual pupils and cohorts requiring targeted support are identified as early as possible.

## 16. Responding to Poor Attendance and Punctuality

Attendance staff will follow the Minerva Learning Trust attendance graduated response. The school's Attendance Officer will raise the cases of individual/groups of students with poor attendance/punctuality at regular meetings where the most appropriate intervention and strategies will be discussed, and individual action plans agreed.



**Home Visits:**

The aim of a home visit is:

- To establish a partnership between home and staff so that all parties share their knowledge about the child to enable the individual needs of the child to be met.
- To develop and strengthen relationships with parents and carers for the best interests of the child.

**Reasons for home visits:**

Home visits are important in helping the school to make contact with parents and carers. They are particularly useful as they enable the parent or carers to still have contact with the school, but in their own environment.

Home visits are to be used when:

- Students are refusing to come into school
- When there are attendance issues or concerns or where a student has had 3 or more consecutive days absence
- When all other means of contact with a family has failed
- To meet with parent or carers to discuss an issue regarding their child where it is in the best interest of the child to have that discussion in their own home rather than at school *or* where it would be difficult for a parent or carer to attend school for a meeting and information needs to be shared in a face-to-face meeting in a timely manner.
- To try and establish that a child is safe if they are absent from school and attempts to contact the parent or carer have not elicited a response, and we have any welfare or safeguarding concerns for the student.
- To work with and support parent or carer in developing strategies to help their child attend school where attendance is an issue.
- To visit a child who has been off school for a period of time, for example due to a medical issue.
- To investigate situations when there are suspicions that someone may be on holiday contrary to earlier indications (for example when a child is not at school and reported as being ill during the same period for which a request for exceptional leave in term-time had been refused).

## Lateness:

We expect all students/students to be in registration/period one at the designated start time. Arrival after this time will be marked as a late mark (L). Registers will close after 30 minutes.

In accordance with the regulations, if a child arrives after registers have closed they will receive the U code that shows them to be on site, but this will not count as a present mark and it will mean they have an unauthorised absence. This may mean that Parents/Carers could face the possibility of a penalty notice if the problem persists.

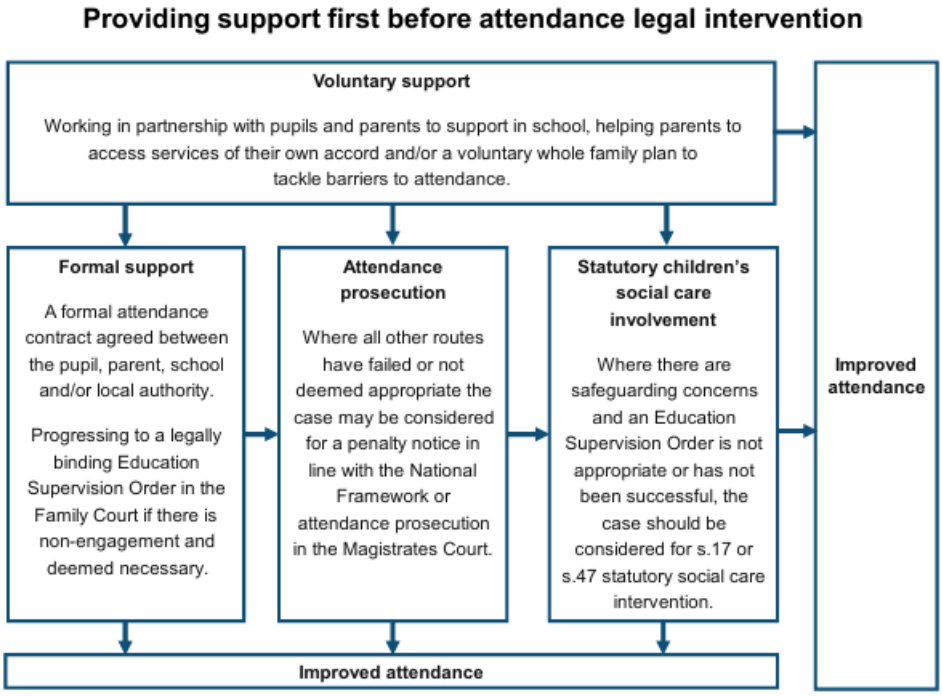
When the school day begins students are expected to be present in school sat in their timetabled classroom ready to learn. A warning bell may sound to indicate the time to move. The school may issue a detention for students who are late to school without a reported valid reason. All schools will provide details of detentions to students of when, and for how long. Students that do not attend this detention may receive additional consequences. Schools will inform parents/carers of any detentions.

If a child has a persistent late record, parents/carers will be asked to meet with the School's Attendance Officer(s) to resolve the problem, but parents/carers can approach the school at any time if they are having problems getting their child to school on time.

**Students with no fixed abode**

The school recognises that students and families with no fixed abode may face additional barriers to attendance. Attendance procedures will be applied sensitively and in accordance with statutory guidance, ensuring that safeguarding and educational access remain priorities.

## 17. Penalty Notices and Legal Interventions




Stocksbridge High School will provide appropriate support to improve attendance wherever possible. Where voluntary support has not been successful or engaged with, or where support is not appropriate in the circumstances, the Senior Attendance Champion will work with the LA to consider whether formal support or legal intervention is appropriate. Attendance legal intervention will only be used in relation to pupils of compulsory school age and will be considered on an individual, case-by-case basis. In particular, the Senior Attendance Champion will consider:

- Whether support is appropriate in the individual case and, where it is appropriate, whether sufficient support has been provided and has been successful or engaged with. Where support is not appropriate, e.g. in the case of an unauthorised term-time holiday, whether a penalty notice is appropriate in accordance with the National Framework and the LA's Local Code of Conduct.
- Whether a penalty notice is the best available tool to improve attendance and change parental behaviour, or if further support or other legal intervention is more appropriate.

- Whether issuing a penalty notice in this case is appropriate after considering any obligations under the Equality Act 2010, such as if the pupil has a disability.
- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the LA to consider putting an attendance contract or an Education Supervision Order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the national threshold has been met and support is appropriate but has not been successful or engaged with, a Notice to Improve will usually be issued as a final opportunity for the parent to engage in support and improve attendance before a penalty notice is issued. A Notice to Improve may not be used where support is not appropriate or where it is considered unlikely to have a behavioural impact. Any Notice to Improve will be issued in accordance with the LA's Local Code of Conduct and will normally provide an improvement period of between three and six weeks.

Where a pupil reaches the national threshold of 10 sessions of unauthorised absence in a rolling period of 10 school weeks, the school will consider whether a penalty notice is appropriate. Each case will be considered individually to determine whether a penalty notice or another tool or legal intervention should be used to improve attendance.

Where a penalty notice is considered appropriate, it may be issued by the headteacher, a deputy or assistant headteacher authorised by the headteacher, an LA officer or the police. Any penalty notice will be issued in accordance with the LA's Local Code of Conduct and the National Framework for Penalty Notices.

The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days, reduced to £80 if paid within 21 days.

Only two penalty notices may be issued to the same parent in respect of the same pupil within a three-year rolling period. A second penalty notice issued to the same parent in respect of the same pupil will be charged at a flat rate of £160 if paid within 28 days. Once this limit has been reached, other action such as a parenting order or prosecution will be considered.

Where all other appropriate voluntary and formal support or legal interventions have failed, or where they have been deemed inappropriate in the circumstances, the school will work with the LA where prosecution is being considered as a last resort. Only the LA may prosecute parents for school attendance offences.

Where a parent is prosecuted for failing to secure their child's regular attendance, the penalties available to the court will depend on the offence. These may include a fine of up to £1,000 under section 444(1) of the Education Act 1996, or a fine of up to £2,500, a community order and/or imprisonment for up to three months under section 444(1A).

**Parenting Contract**

Where voluntary support, including any appropriate early help and attendance contract, has not been successful, a parenting contract may be considered as an alternative form of legal intervention

without criminal prosecution. The school and LA will consider whether voluntary support has been exhausted and whether a parenting contract would be beneficial for the pupil and parent. The LA will fully consider the use of a parenting contract before progressing to prosecution.

Once a parenting contract is secured, school attendance staff will decide any actions or requirements. These may include:

- Suggesting the parents attend support meetings.
- Suggesting the parents attend a parenting programme.
- Signposting the parents to support services.
- Discussing assessment by a external agencies.
- Review meetings involving all parties to be held every half term

Where a parent persistently fails to work in partnership to improve school attendance, they may be guilty of an offence and the LA may prosecute. On conviction, the parent may be liable to a fine of up to £1,000. Persistent non-compliance will also be considered with children's social care to determine whether further action is required to secure the pupil's welfare.

Once a parenting contract is secured, the school will work in partnership with the family and provide support where appropriate.

## 18. Children Missing from Education

When a student has been marked absent for more than 5 school days, a nominated member of school staff will liaise with the Children and Young People's Directorate Children Missing from Education Team. All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Children Missing Education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment, or training) later on in life.

The designated school staff will take reasonable steps to locate the missing student examples of which are taken.

- Check with agencies known to be involved with family.
- Check with Local Authority from which child moved originally, if known.
- Check with any Local Authority to which a child may have moved.
- Check with any sibling schools
- Home visit(s) made by appropriate team, following local guidance concerning risk assessment and if appropriate make enquiries with neighbour(s).

This procedure will include any student who is missing education due to an unauthorised leave of absence. The designated school staff will inform the Local Authority of the removal from roll of any missing student or students leaving the area who have given a forwarding address.

If no further information is received from the Local Authority or any other Agency, the child will be removed from our roll in accordance with the Department of Education advice on School attendance.

**Nursery age children**

For nursery students that leave at the end of the summer term and have not been offered a place in the school's reception class a Removal from Roll form is required, and the school should send a CTF to the students' new school.

**Post 16 Students and School Sixth Forms**

Under Department for Education statutory guidance, a Sixth Form student who has not attended classes for four continuous weeks (unless there are exceptional, authorised circumstances and the student then returns) must be considered withdrawn from the study programmes and therefore their place in Sixth Form.

With the introduction of Raising the Participation Age (RPA) in 2013, local authorities have a duty to make arrangements to identify students that are not participating in education or training. If a student leaves a post 16 provision before completion, a CME form should be completed and returned to the CME at the Local Authority as early as possible. This will enable the local authority to take swift action to encourage the young person to re-engage.

## 19. Children Looked After

The Safeguarding Lead and the Designated Teacher will liaise with the Children and Young People's Directorate Children Looked After Team. Children Looked After will be identified as a discrete attendance group on the school motoring system and individual attendance will be shared with the Virtual School and the child's social worker.

## 20. Using Attendance Data

School leaders will regularly analyse attendance and absence data to identify individual students and cohorts who may require additional support to improve attendance. Analysis will include comparison against school, Trust, local and national benchmarks where available. Attendance data will be reviewed by year group, vulnerable groups and other identified cohorts to ensure that attendance barriers are identified and addressed promptly.

The school uses A Star Attendance Solutions alongside its Management Information System to support the monitoring, analysis and improvement of attendance. The system assists staff in identifying emerging patterns of absence, prioritising pupils and cohorts requiring additional support, managing attendance processes and recording and evaluating the impact of interventions. Information provided through the system supports both operational attendance practice and strategic oversight. Decisions relating to individual pupils remain the responsibility of authorised school staff and will be made in accordance with this policy, statutory guidance and data protection requirements.

Particular attention will be given to the attendance of vulnerable groups, including:

- Students eligible for student premium
- Students with SEND
- Children with a social worker
- Looked After and Previously Looked After Children
- Persistently and Severely Absent students
- Young Carers
- Any other groups identified through school attendance analysis

Targeted support and intervention will be implemented where attendance concerns are identified

Senior leaders will routinely review attendance patterns and trends, using attendance data to evaluate the effectiveness of strategies and interventions. Attendance data will be used to inform school improvement priorities and support plans for identified students and cohorts.

Attendance data will be shared with the Department for Education and the Local Authority as required.

## 21. Staff Training & Development

The school recognises that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk students as part of their induction and refresher training.

The governing board of the school will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will be offered regular and ongoing training as part of their CPD opportunities.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g., the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance
- The school's procedures for multi-agency working to provide intensive support for students who need it
- Appropriate staff will receive training in the effective use of A Star Attendance Solutions, including interpreting reports, recording interventions, monitoring impact and handling attendance information securely

The governing board will ensure dedicated and enhanced attendance training is provided for the Attendance Officer and other staff with specific attendance functions in their role which will include training regarding interpreting and analysing attendance data and supporting students to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern and know how such concerns should be managed.

## 22. Deletion of names from the admission register

The school will only delete a pupil's name from the admission register where a ground for deletion set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 is met. Where a relevant ground for deletion is met, the pupil's name will be deleted as required by the Regulations. A pupil's name will not be removed for any other reason, as doing so could constitute off-rolling.

Where a pupil's name is deleted from the admission register, their name will also be deleted from the attendance register at the same time.

Where a pupil transfers to another school, the school will delete the pupil's name from its admission register as soon as the pupil is entered on the admission register of the new school, subject to any applicable exceptions under the Regulations. The school will continue to record the pupil's attendance and absence up to the date of deletion and will transfer the appropriate pupil information through the school-to-school (S2S) system.

The school will make returns to the LA when pupils' names are deleted from the admission register. This will be with the exception of pupils whose name has been deleted from the register at or after the end of the last term of the school year when they are in the most senior year group, unless the LA has requested this information.

When the school is notifying the LA that a pupil's name is being deleted from the admission register, the following information about the pupil will be provided:

- Full name
- Address
- The full name and address of any parent the pupil normally lives with
- At least one telephone number by which any parent the pupil normally lives with can be contacted in an emergency
- If applicable, the pupil's future address, the full name and address of the parent who the pupil is going to live with and the date the pupil will start living there
- If applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school
- The reason under which the pupil's name has been deleted from the admission register

Names will never be retrospectively deleted from the admission or attendance register – these registers will remain an accurate record of who is a registered pupil and their attendance at any given time. Pupils' attendance will be recorded up until the date that their name is deleted from the admission register.

## 23. Monitoring and Review

This policy will be reviewed annually as guidance from the Local Authority or Department for Education is updated around attendance. The policy will be available on the school and Trust website for reference.

Attendance and punctuality will be monitored throughout the year. The school attendance target is 95 per cent.

This policy will be reviewed every year. The next scheduled review date for this policy is September 2027.

## 24. Equality Impact Assessment

An Equality Impact Assessment will be carried out to ensure that policies, procedures, and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures, and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it cannot be changed, how it can be improved.

The school will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic as a result of the application of this policy. The assessment will include consideration of adaptations or changes which can be made to address any issues identified.