

## Attendance Policy

**This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review**

Review Date	Changes made	By whom
September 2020	Policy updated	Mathew Rogers
November 2020	<ul style="list-style-type: none"> <li>• Covid-19 section 9 added</li> <li>• Changes to section 7 around persistent absence</li> <li>• Section 3.11 changed re: late to school</li> </ul>	Mathew Rogers
September 2021		

Ratification by the Governing Body

Academic year	Date of ratification	Chair of Governors
2020-21	November 2020	Alan Scott

Burnage Academy for Boys is an exempt charity as per the Academies Act 2010 with the Secretary of State for Education as the Principal Regulator and a company limited by guarantee registered in England and Wales (company registration number 08921898) with its registered office at Burnage Lane, Manchester, M19 1ER and VAT Registration No 183 9157 76.

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## **Mission, vision, values and aims**

### **Mission statement**

Burnage Academy for Boys is an inclusive school community where students, staff and families all work together to ensure that boys will be the best they can be.

### **Vision**

At Burnage Academy for Boys we will develop:

RESILIENCE – we will teach students the skills to face all challenges in life with determination and self-awareness.

INDEPENDENCE – we will create confident individuals who are able to think critically and make informed decisions.

CARE – we will go further to make a difference to our students, staff and families, creating a safe space in school.

SUCCESS – we will celebrate the progress and achievement of all in our school community, recognising that boys do better at Burnage.

TOGETHERNESS – we will ensure all students take part fully in the range of diverse cultural experiences that Burnage and Manchester has to offer them.

### **Values**

Resilience

Independence

Care

### **Aims**

Burnage Academy for Boys believes that every pupil has the right to learn and every teacher has the right to teach, in a safe, secure environment. We show the values of care to our staff and pupils in this belief. We will ensure that our pupils show resilience when facing behaviour challenges and are celebrated when they show progress and success around behaviour. The school will challenge and support students who struggle to meet the behavioural expectations of the school, engaging with families and offering support through differentiation, SEND processes and Early Help as appropriate, in order to create independent, happy and resilient students.

This policy follows City Council guidance and links with:

The Child Protection and Safeguarding Policy

The Behavior and Respect Policy

The Admissions Policy

## **1. Introduction**

1.1 Regular school attendance is essential if children are to achieve their full potential.

1.2 Burnage Academy for Boys believes that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

1.3 Burnage Academy for Boys values all students. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties. We will use a wide range of strategies to do this in partnership with students and their families.

1.4 Burnage Academy for Boys recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, punctuality, anti-bullying and behaviour. This policy also takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Race Relations Act 2000.

## **2. Legal Framework**

2.1 Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude including supporting any special educational needs they may have, either by regular attendance at school or otherwise.

2.2 A child is of Compulsory School Age at the beginning of the term following their 5<sup>th</sup> birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

2.3 Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.

2.4 The Education (Student Registration) (England) Regulations 2013, 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.

2.5 The register must record whether the student was:

- present;
- absent;
- present at approved educational activity; or
- unable to attend due to exceptional circumstances.

### 3 Categorising absence

3.1 Where students of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.

3.2 Absence can only be authorised by the school and cannot be authorised by parents. All absences will be treated as unauthorised unless a satisfactory explanation for the student's absence has been received.

3.3 Parents must advise the school by telephone on the first day, before 9am of absence and on every subsequent day of absence; parents should provide an expected date of return. This should be followed up in the form of a written note from the parent/carer. Alternative arrangements will be agreed with non-English speaking parents/carers.

3.4 Absence will be categorised as follows:

3.5 **Illness** In most cases a telephone call and a note from the parent upon the child's return to inform school will be acceptable. Parents may be asked to provide medical evidence where there are repeated absences due to reported illness. This will usually be in the form of an appointment card, prescription etc. Parents should be aware that the school nurse service may be involved. Students with repeated ill health may also be referred to the Safeguarding Team. **Students will be given an I mark**

3.6 **Medical/Dental Appointments** Parents are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, students should attend school for part of the day. Parents should show the appointment card to school. **Students will be given an M mark**

3.7 **Other Authorised Circumstances** This relates to occasions where there is cause for absence due to exceptional circumstances, for example family bereavement, visiting a parent in prison or part time timetable agreed as part of a reintegration package. Students will be given a C mark. If the absence is linked to the Covid-19 pandemic and falls under authorised absence circumstances, the X mark will be used

3.8 **Excluded (No alternative provision made)** Exclusion from attending school is counted as an authorised absence. The School Inclusion Unit and or the subject teachers will set work to be completed at home. **Students will be given an E mark**

3.9 **Family Holidays and Extended Leave** Parents are strongly advised to avoid taking their children on leave during term time. **Parents do not have an automatic right to remove their child from school during term time for the purpose of a holiday or unauthorised leave in term time and should be made aware that if their child is absent for 10 school days, they will miss 5% of their education during that academic year.**

3.9.1 The Headteacher will not grant permission for any leave of absence to be taken in term time except in the most exceptional circumstances.

3.9.2 If a parent wants to take their child out of school for a leave of absence then they must make a request to the Headteacher in writing. This must be done at least two weeks in advance of the planned absence. Retrospective requests will not be considered and therefore will result in the absence being categorised as **unauthorised**.

3.9.3 If a parent has asked for permission and this is refused and they still take leave of absence the school may issue a request to the Local Authority for a Penalty Notice. A Penalty Notice is a fine.

3.9.4 If a parent takes their child out of school without first requesting a leave of absence, the absence will automatically be unauthorised. The school will issue a request to the LA for a Penalty Notice / Fine.

3.9.5 Penalty Notices issued for unauthorised absences on or after 1<sup>st</sup> September 2013 will incur a fine of £120 to be paid within 28 days, which is reduced to £60 if paid within 21 days of the notice being served.

3.9.6 Parents who are issued with a Penalty Notice for their child's poor attendance may find themselves facing further legal proceedings where the intervention fails to bring about an improvement in attendance. The Local Authority will be notified and legal action in the Magistrates' Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education. Further leave of absence in term time will nearly always be unauthorised.

3.9.7 If a pupil fails to return and contact with a parent has not been made or received, school may take the student off the school's roll in compliance with the Education (Pupil Registration) (England) Regulations 2013. This means that the child will lose their school place.

3.9.8 If a pupil is absent for 20 school days they may be taken off the school roll on the 21<sup>st</sup> day of absence. This means that the child will lose their school place.

3.10 Burnage Academy for Boys acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends and this necessitates a consideration of authorised absence or special leave for religious observance. Students will be given an R mark

3.10.1 It is reasonable for a parent to allow their children not to attend school on any day of religious observance if recognised by the parent's religious body.

3.10.2 Parents are requested to give advance notice to the school if they intend their child to be absent.

3.10.3 In the interests of fulfilling the academic requirements of the school and limiting the authorised absence rate of the school, it is identified as reasonable that no more than one day be designated for any individual occasion of religious observance / festival and no more than three days in total in any academic year. Any further absence will be categorised as unauthorised.

3.11 Students should arrive for their form time at 9:15am. Any students arriving after this will be marked present but will be given an L mark. Any student arriving after 9.45am will be recorded as U mark. This will not be authorised and will count as absence for that school session. A 'U' mark will count as half a day's absence.

3.11.1 If arriving after the start of registration at 9:15am students must immediately report to the late check in desk near student reception. An attendance team member will stamp the pupil's planner, record the time of arrival and record the student present with an 'L' mark. This is important for health and safety reasons and to ensure that parents are not mistakenly informed by text that their child is absent.

3.11.2 The absence will only be authorised if a satisfactory explanation for the late arrival can be provided.

3.11.3 The absence will be recorded as unauthorised if the student has arrived late without justifiable cause.

3.11.4 Any pupil arriving after 9:15am will be placed in late detention for that day, to remain in school for 20 minutes under the supervision of the behaviour mentor team. Any student failing to attend their late detention on that day will be placed in late detention the following day but will stay for 30 minutes. Should punctuality remain a problem following these interventions time in SIU and home visits from the House Leader will be considered, along with the offer of Early Help.

3.11.5 Any pupil arriving after 9:45am will immediately be placed into a late detention for 45 minutes on that day. Should the pupil continue to arrive after 10.00am following this interventions, time in SIU and home visits from the House Leader will be considered.

3.11.6 If the above interventions are deemed to having limited impact on pupil punctuality then a home visit will be carried out by the House Leader along with an attendance team member. At this point an Early Help Assessment will be offered to the family of the child to support an improvement in pupil attendance

3.12 Absences will not be authorised unless a parent has provided a satisfactory explanation and that it has been accepted as such by the school.

3.12.1 Examples of unsatisfactory explanations include:

- A student's or a family member's birthday
- Shopping for uniform
- Missed the bus so went home
- Having their hair cut
- Closure of a sibling's school for INSET (or other) purposes
- Shopping for family / holiday events
- Wait for the gas man to come
- Looking after a relative
- Helping Mum with the shopping
- "Couldn't get up"
- Attended a family wedding
- Illness where the child is considered well enough to attend school
- Holidays taken without the authorisation of school

#### **4. Deletions from the Register**

4.1 In accordance with the Education (Student Registration) (England) Regulations 2013, students will only be deleted from the register when one of the following circumstances applies:

- The school is replaced by another school on a School Attendance Order
- The School Attendance Order is revoked by the local authority
- The student has ceased to be of compulsory school age
- Permanent exclusion has occurred and procedures have been completed
- Transfer between schools
- Student has been withdrawn to be educated outside the school system
- Failure to return from an extended holiday after both the school and the local authority have tried to locate the student

- A medical condition prevents their attendance and return to the school before ending compulsory school-age
- In custody for more than four months this will be done in liaison with the Youth Offending Team
- 20 days continuous unauthorised absence and both the local authority and school have tried to locate the student
- Left the school but not known where he has gone after both the school and the local authority have tried to locate the student
- Death of a student.

4.2 Burnage Academy for Boys follows Manchester City Council's Children Missing Education Protocol when a student's whereabouts is unknown.

## **5. Roles and Responsibilities**

### **Governing Body**

Burnage Academy for Boys believe that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, parents, students and the wider school community. As such, the Governing Body will:

- Ensure that the importance and value of good attendance is promoted to students and their parents.
- Annually review the school's Attendance Policy and ensure the required resources are available to fully implement the policy.
- Identify a member of the governing body to lead on attendance matters.
- Ensure that the Registration Regulations, England, 2013 and other attendance related legislation are complied with.
- Agree school attendance targets and share these with the school improvement partner and other agencies as required. These will be set within the agreed timescale each year and where appropriate link these to the Performance Management of Senior Leadership within the school
- Monitor the school's attendance and related issues through termly reporting at Governing Body Meetings.
- Ensure that attendance data is reported to the Local Authority or Department for Education as required and on time.
- Ensure that there is a named senior manager to lead on attendance.
- Ensure that the school has clear systems to report, record and monitor the attendance of all students, including those who are educated off-site.
- Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence.
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions.

### **5.2 The Leadership Team**

- Actively promote the importance and value of good attendance to students and their parents
- Form positive relationships with students and parents
- Ensure that there is a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all students to attend and to achieve
- Monitor the implementation of the Attendance Policy and ensure that the policy is reviewed annually.



- Ensure that all staff are aware of the Attendance Policy and adequately trained to address attendance issues.
- Ensure that the Registration Regulations, England, 2013 and other attendance related legislation is complied with.
- Ensure that there is a named senior manager to lead on attendance and allocate sufficient time and resource.
- Return school attendance data to the Local Authority and the Department for Education as required and on time
- Report the school's attendance and related issues through termly reporting to the Governing Body and on a half termly basis to the lead governor for attendance.
- Ensure that systems to report, record and monitor the attendance of all students, including those who are educated off-site are implemented.
- Ensure that attendance data is collected and analysed frequently to identify causes and patterns of absence.
- Interpret the data to devise solutions and to evaluate the effectiveness of interventions.
- Develop a multi-agency response to improve attendance and support students and their families.
- Document interventions used to a standard required by the local authority should legal proceedings be instigated.

### 5.3 **Heads of Faculty, Subject Leaders, House Leaders, Form Tutors and Pastoral Staff**

- Actively promote the importance and value of good attendance to students and their parents.
- Form positive relationships with students and parents.
- Contribute to a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all students to attend and to achieve.
- Comply with the Registration Regulations, England, 2013 and other attendance related legislation.
- Implement systems to report, record and monitor the attendance of all students, including those who are educated off-site.
- Analyse attendance data to identify causes and patterns of absence.
- Contribute to the evaluation of school strategies and interventions.
- Work with other agencies to improve attendance and support students and their families.
- Document interventions used to a standard required by the local authority should legal proceedings be instigated.

### 5.4 **Parents / Carers. All staff when communicating with parents will encourage and request that Parents / Carers will:**

- Talk to their child about school and what goes on there.
- Take a positive interest in their child's work and educational progress.
- Instil the value of education and regular school attendance within the home environment.
- Encourage their child to look to the future and have aspirations.
- Contact the school if their child is absent to let them know the reason why and the expected date of return. Follow this up with a note on the first day back after the absence.
- Try to avoid unnecessary absences. Wherever possible make appointments for the Doctors, Dentists etc. outside of school hours.
- Ask the school for help if their child is experiencing difficulties.

- Inform the school of any change in circumstances that may impact on their child's attendance, this includes change of phone number or address.
- Support the school; take every opportunity to get involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home.
- Encourage positive routines at home, for example, bed times, checking the student's planner, homework, preparing the school bag and uniform the evening before.
- Not keep their child off school to go shopping, to help at home or to look after other members of the family or for any other reason that cannot be authorised.
- Avoid taking their child on a leave of absence during term-time.

## **6. Using Attendance Data**

6.1 Student's attendance will be monitored and may be shared with the Local Authority and other agencies if a student's attendance is a cause for concern.

Using the school computer system, the Attendance Team will provide the Form Tutor, attached staff and House Leader with attendance data on a weekly basis. The Attendance Team will provide all form tutors and House Leaders with data highlighting students whose attendance is a cause for concern and who may be on track to become a persistent absentee (PA) within their form group or house.

6.3 The Senior Leadership Team and Heads of Faculties will receive a complete set of data on a regular basis, at least half termly.

6.4 This student level data will be used to trigger school action as set out in the escalation of intervention (Appendix 1).

6.5 Where a student's attendance and or punctuality has become a cause for concern, the student will be referred to the schools Safeguarding Team. Parents will be informed that this is happening and will be informed of the outcomes of the meeting.

6.6 Attendance data will also be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

6.7 Burnage Academy for Boys will share attendance data with the Department for Education and the local authority as required.

6.8 All information shared will be done so in accordance with the Data Protection Act 1998.

## **7. Support Systems: Manchester City Council's Anxiety Based School Avoidance strategy (July 2020)**

7.1 As the Anxiety Based School Avoidance Strategy outlines, Burnage Academy for Boys recognise that poor attendance and persistent absenteeism (sub 90% attendance) is often an indication of difficulties in a child's life. This may be related to problems at home, in the community and or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce / separation, incidents of domestic abuse, problems with other young people in their neighbourhood. This will help the school identify any additional support that may be required.

7.2 The Pastoral staff will treat any child and family experiencing such difficulties with utmost respect and sensitivity, maintaining the appropriate levels of confidentiality. In line

with Manchester's Early Help Strategy parents may be offered an Early Help Assessment to assist their child attendance and punctuality. In addition, following Safeguarding legislation and the school's Safeguarding Policy where there is deemed to be any risk to a child's safety or wellbeing, contact will be made with the relevant agencies to provide support.

7.3 Burnage Academy for Boys also recognises that some students are more likely to require additional support to attain good attendance, for example, those students with special educational needs, those with physical or emotional health needs, in year admissions, refugee students and looked after children.

7.4 The school will implement a range of strategies to support improved attendance. Strategies used will include:

- Discussion with individual students
- Discussion with parent / carers
- Attendance report monitoring
- Referral to the Safeguarding Team
- Individual / group support work for poor attendees
- Referrals to support agencies
- Referrals and information sharing with health agencies / GP / Hospital staff
- Support from mentors / TAs other in school support systems
- Student Voice Activities
- Friendship groups
- Circle time activities
- PSHE
- Social and Emotional Aspects of Learning (SEAL) materials
- UK Resilience Programme UK RP materials
- Parenting contracts
- Attendance panels / Governor Group panels
- Family support from school staff or other agencies
- School reward systems
- Time limited part time time-tables
- Additional learning support
- Behaviour support
- Inclusion support
- Reintegration support packages

7.5 Any support offered to families will be child centred and planned in discussion and agreement with both the student and their parents or carers.

7.6 Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, Burnage Academy for Boys will consider the use of legal sanctions.

## **8. Legal Sanctions**

8.1 Where intervention fails to bring about an improvement in attendance, the Local Authority will be notified and legal action in the Magistrates' Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.

8.1.1 Section 444 of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he / she is a registered student at a school and is of compulsory school age, then they are guilty of an offence.

8.1.2 A parent found guilty of this offence can be fined up to £2500 and or be imprisoned for a period of three months.

8.1.3 Alternatives to Section 444 prosecution are Parenting Contracts, Penalty Notices or an Education Supervision Order.

8.2 (Anti-Social Behaviour Act 2003) A Parenting contract is a voluntary agreement between school and the parent to support the improvement of attendance or behaviour or both. The contract can also include the student and any other agencies offering support to the student or family to resolve any difficulties leading to improved attendance.

8.2.1 The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly.

8.2.2 The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.

8.2.3 Parenting Contracts will be used in accordance with Manchester City Council's Parenting Contract Protocol.

8.3 (Anti-Social Behaviour Act 2003) Penalty Notices will be considered when:

- A student is absent from school for the purpose of a holiday in term time and the absence has not been authorised by the school
- A student has accumulated at least ten sessions of unauthorised absence and further unauthorised absence has occurred following written warning to improve.

8.3.1 Penalty Notices issued for unauthorised absences on or after 1<sup>st</sup> September 2013 will incur a fine of £120 to be paid within 28 days, which is reduced to £60 if paid within 21 days of the notice being served.

8.3.2 Failure to pay the Penalty Notice may result in a prosecution under Section 444 of the Education Act 1996.

8.3.3 Penalty Notices will be used in accordance with Manchester City Council's Penalty Notice Protocol.

## **9. Covid-19 Attendance Procedures**

9.1 The school recognises that Covid-19 will have an impact on attendance and will endeavour to support pupils with poor attendance as per Manchester City Council's Anxiety Based School Avoidance strategy (July 2020)

9.2 The school will use reasonable common sense when pursuing statutory action in the pandemic when a student's attendance drops below 90%, analysing each on a case by case basis to take the most appropriate action for that student and his family

9.3 Where a student is sent home to self-isolate as part of a close contact group, the student will receive an 'X' code in the register. This will be an authorised absence and work / pastoral support will be provided as appropriate



## Attendance Matters ~ Staff Responsibility Model and Escalation of Interventions

Our school is a welcoming environment for learning to take place. Students are happy and feel safe. Attendance is a responsibility shared by all school staff. There are clear links between regular attendance and educational outcomes for students. Students' health and emotional well-being needs are met. Parents and students are supported by our caring staff team.

97 - 100%

Pupils whose attendance is within these parameters will be congratulated and receive timely, regular certificates and positive encouragement to maintain high levels of attendance.

Actions at this level are the responsibility of the Form Tutor and House Leader with Attendance Team support. Special recognition will be given by the Headteacher.

### Form Tutor and subject teachers

- Celebrate class achievement
- Celebrate individual achievement
- House points / postcards / stickers
- Verbal praise to students
- Letters to parents
- Certificates of achievement & 100% badge
- Rewards trip
- Names on the noticeboard

95- 96.9%

Attendance at this level is beginning to cause concern. Early intervention is a preventative measure.

The Form Tutor and Attached House staff have a key role in ensuring communication with parents. Communication with families and students recorded on CPOMS.

House Leader and attached LG member to assess and explain to parents and student the negative effect poor attendance has on attainment and to provide advice and support to student and parent to ensure achievement.

The Attendance Leader with the House Leader will monitor / consider the need for interventions including formal letter to parents, parental meetings and/or Penalty Notice.

### Form Tutor and House Attached staff

- Speak to student about absences / punctuality
  - Speak to parent about absences / punctuality
  - Set individual attendance targets
- ### House Leader, HOF and LG to consider
- Peer support
  - Curriculum groupings
  - Teacher deployment
  - If appropriate - EHWP interventions
  - Mentor / TA support / Academic support
  - Multi Agency support
  - Support from the SNS
- ### Attendance lead to consider
- Warning Letters
  - Meetings with parents and students
  - PN requested if appropriate
  - One to one with students

90%-94.9%

There are serious concerns over attendance at this level and the student is at risk of becoming persistently absent (PA). A more formal approach may be required.

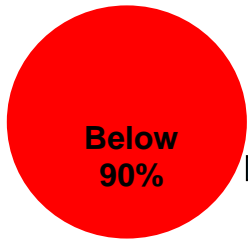
The school Attendance Leader takes the lead role in dealing with the parents to ensure they support their child's attendance.

Discussion at the pastoral board/safeguarding meetings will try to ensure maximum support is given to families and students. A EHA is completed if identified that multi agency planning is required.

PN Fine/PACE/prosecution requested if appropriate.

### Form Tutor, House Leader and Assistant HOH

- Speak to student research reasons
  - Speak to parents research reasons and communicate concerns
  - Set and review individual attendance targets
  - Refer to Safeguarding Team
- ### Attendance lead to consider
- Issue Penalty Warning letter
  - Identify key person to support pupil
  - Involve other agencies as appropriate
  - Support from school nurse



**Below  
90%**

**A**

A student with this level of attendance is in a high risk group and will be identified as persistently absent (PA) once their attendance has fallen to 90%.

A key member of staff allocated, to ensure support is available, who may have an area of expertise e.g. SEN, safeguarding.

Considerations of Child in Need meeting or legal intervention to ensure parents accept their legal responsibilities to support their child.

Other agencies will be informed when there are safeguarding issues.

Formal warning letter to parents ~ re penalty notice, fines and prosecutions if necessary.

**HOH, Attendance Lead and Attendance staff**

- Refer student to Safeguarding Team collective decisions re planned strategies
- Identify member of staff to be student and parent's key contact in school
- Parenting Contract utilized where appropriate
- Completion of a EHA where appropriate
- Referral to Children's services where appropriate
- A Child in Need Meeting where appropriate
- Prosecution if required ~ safeguarding issues.

**Identified member of staff responsibilities**

- To monitor and support child
- Make weekly contact with parent
- Review and coordinate resources to support the pupil
- Key contact with external support agencies

## Appendix 1

### Escalation of Attendance Interventions

#### **GREEN Students with attendance between 100% to 97%**

Parents will receive a letter home congratulating them on their child's good / excellent attendance.

Students will be rewarded within the school's reward system.

Students with this level of termly and annual attendance will receive a certificate of achievement and their names will be displayed on the school attendance display board.

Attendance information will be emailed to House Leaders and LG every fortnight.

The House Leader will monitor the effectiveness of interventions. This will be used to review and inform whole school strategies and will also have links to performance management.

Students are encouraged to maintain good attendance.

Selected students will take part in reward trips.

All students with 100% at the end of each half term is presented with a 100% badge and certificate.

All staff are encouraged to praise good attendance.

#### **AMBER - GREEN Students with attendance between 96.9% and 95%**

The Form tutor will speak to the student to:

Welcome the student back to school

Confirm with the student the reason for absence and offer any support that may be required

Update the student on other work they have missed and support any catch up required

In addition, where unauthorised absence has occurred or attendance has not improved following the review with the student, a letter will be sent to parents advising of concern and outlining the parents' responsibilities.

The Attendance team and the House Leader will monitor the effectiveness of interventions. This will be used to review and inform whole school strategies and will also have links to performance management.

All students are encouraged to improve their attendance by all staff and are aware of the links to attainment.

### AMBER students with attendance between 94.9% and 90%

The House Leader and members of the attendance team will speak to the student to:

- Identify underlying home/school issues that may be causing the student's absence
- Review the student's academic progress and make links to the student's attendance
- Refer the student to Safeguarding Team to organise additional support.
- Make arrangements for the student to catch up on work they have missed
- Implement a student plan to include support to improve attendance like a EHA or referral to outside agency.
- Set an individual attendance target for the student using sessions rather than percentages that will see the student move to the band above
- Stamp student's planners with attendance monitoring stamp

In addition, where unauthorised absence has occurred or attendance has not improved, a letter will be sent to parents advising of concern and outlining the parents' responsibilities and

Complete an Early Help Assessment, leading to multi agency support  
Refer to the Local Authority to initiate legal proceedings

The House Leader with a member of pastoral staff or the attendance team will be responsible for all actions at this level and will record all intervention and outcomes.

To ensure that intervention is focused and meets the needs of individuals, students will be tracked on our attendance mark sheet and filtered by categories such as the following:

- Looked After Children and Children on the Child Protection Register
- Special Educational Needs
- Long term non attendance
- English as an Additional Language
- Ethnic minority
- Gifted and Talented
- Other

The mark sheets detailing the student's details that have attendance below 95% will be sent to house leaders and the leadership member over attendance on a weekly basis.



The Leadership Group member will monitor the effectiveness of interventions. This will be used to review and inform whole school strategies and will also have links to performance management.

### **RED students with attendance below 90%**

Students who have attendance below 90% are considered to be persistently absent from school. To ensure that intervention is focused and meets the needs of individuals, students will be tracked on our attendance mark sheet and filtered by categories such as the following:

- Looked After Children and Children on the Child Protection Register
- Special Educational Needs
- Long term non attendance
- English as an Additional Language
- Ethnic minority
- Gifted and Talented
- Other

The mark sheets detailing the student's details that have attendance below 90% will be sent to house leaders and the leadership member over attendance on a weekly basis.

The Attendance team and key staff will:

- Ensure regular contact with the parents to discuss any arising issues and to provide feedback on their child's attendance, behaviour and academic progress.
- Set an individual attendance target for the student that will see the student move to the band above.
- Stamp student's planners with the attendance monitoring stamp
- Review existing plans and co-ordinate school resources to support the student's attendance and any additional needs
- Be the key contact person for any external agency working with the student
- Input into whole school strategies to address the needs of students within their group

The Safeguarding Team will be responsible for all actions at this level and will record all interventions and outcomes. Records will be copied to members of the Senior Leadership Team and Head Teacher.

Attendance will be a standing item on the agenda of the Senior Leadership Team meetings where the progress of these groups will be reported and the effectiveness of interventions measured. This will be used to review and inform whole school strategies and will also have links to performance management.

The Head Teacher will report to the Chair of Governors / Governor for Attendance each half term and will report termly to the Governing Body.

An Early Help Assessment will be offered and completed where appropriate.

## Appendix 2 Traveller Education

Traveller Absence **The aim for the attendance of Traveller children, in common with all other children, is to attend school as regularly and as frequently as possible.**

To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act 1944, section 86, states that a Traveller parent is safe from prosecution if their child accrues 200 attendances (i.e. 200 half days) in a year. This is only when the family are engaged in a trade or business that requires them to travel and when the child is attending school as regularly as that trade permits.

It does not mean that part-time education for Traveller children is legally acceptable, nor does it relieve parents of their duties to ensure that their children are receiving suitable education when not at school.

When in or around Manchester, if a family can reasonably travel back to their Base School (see below) then the expectation is that their child will attend full-time.

Burnage Academy for Boys will be regarded as the base school if it is the school where the child normally attends when they are not travelling. However, the student must have attended in the last 18 months. Traveller children can register at other schools temporarily while away from their base school, in such cases, the student's school place at Burnage Academy for Boys will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.

Burnage Academy for Boys can only effectively operate as the child's base school if it is engaged in on-going dialogue with Traveller families. This means that parents must:

- advise of their forthcoming travelling patterns before they happen and
- inform the school regarding proposed return dates

Burnage Academy for Boys will authorise absence of Traveller children if we are satisfied that a family is travelling and has given indication that they intend to return.

Traveller children will be recorded as attending an approved educational activity when:

- The child is on roll and attending another visited school
- Undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service
- The child is undertaking computer based distance learning that is time evidenced

Where Traveller children are registered students at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be investigated in the same way as that for any pupil and appropriate statutory action may be undertaken.