



**Knole Academy
Creativity in Learning
Confidence to Achieve**

Attendance POLICY

May 2024

Safeguarding:

The safeguarding of children and young people underpins the work of the academy and must be adhered to as a prime responsibility.

Equality:

The Knole Academy is committed to providing all staff, students, parents, visitors and members of the wider community using the sites with equality of opportunity regardless of their race, gender, disability or religion. All policies are screened for their impact on equality and issues are addressed if they arise. Knole Academy will provide special consideration on an individual basis if anyone is considered to have a specific special need. Any parent who feels that their child has such a need should contact the relevant Pastoral Leader in the first instance to explain their concerns.

This policy, and its associated procedures and protocols, is based on these key principles.

Attendance Policy

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1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

Promoting good attendance

Reducing absence, including persistent and severe absence

Ensuring every student has access to the full-time education to which they are entitled

Acting early to address patterns of absence

Building strong relationships with families to ensure students have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

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

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)

- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 The governing body

The governing body is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy
- The Teaching and Learning committee will monitor the implementation of this policy and receive reports related to attendance

3.2 The Headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Benchmarking attendance data to identify areas of focus for improvement
- Leading the team supporting the attendance vision of the academy (delivering targeted intervention, building relationships with parents/carers to discuss and tackle attendance issues and support to students and families).

The designated senior leader responsible for attendance is Mrs S Barnes, senior deputy headteacher, and she can be contacted via sbarnes@knoleacademy.org

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)

- Benchmarking attendance data to identify areas of focus for improvement

- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher

- Working with school liaison officers, the family liaison officer, assistant heads of year, the inclusion centre manager and heads of year to tackle persistent absence

- Being available for parents and carers who wish to discuss their child's attendance

- Completing referrals for additional support related to attendance

- Advising the Senior deputy headteacher (authorised by the headteacher) when to issue fixed-penalty Notices

The attendance officer is Miss Abbe Warner and she can be contacted via studentabsence@knoleacademy.org

3.5 The attendance officer and/or assistant head of year

The attendance officer and/or assistant head of year will:

- Take calls and emails about absence on a day-to-day basis and record it on Arbor as appropriate

- Monitor lesson attendance to track and report truancy from lessons and/or school

- Follow-up on truancy, informing the people who need to know

- Instigate missing student procedures when necessary

3.6 Class teachers and form tutors

Class teachers and form tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information accurately and in a timely manner on Arbor each lesson. They have a safeguarding duty to flag attendance issues to the attendance officer or via Safeguard My School.

3.7 Parents/carers

Parents/carers are expected to:

- Make sure their child attends school on time every day in accordance with their timetable

- Call the school to report their child's absence before 8.30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return

- Provide the school with more than 1 emergency contact number for their child

- Ensure that, where possible, appointments for their child are made outside of the school day

- Informing the school when their child needs to leave school during the school day for an appointment

3.8 Students

Students are expected to:

- Attend every timetabled session on time

- Sign in if late to school

Sign out if leaving school early for an appointment for which the school has been notified in advance

4. Recording attendance

4.1 Attendance register

We will keep an attendance register and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every student is:

Present

Attending an approved off-site educational activity

Absent

Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

The original entry

The amended entry

The reason for the amendment

The date on which the amendment was made

The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

We will also record:

Whether the absence is authorised or not

The nature of the activity if a student is attending an approved educational activity

The nature of circumstances where a student is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Students must arrive in school by 8.40am on each school day.

The register for the first session will be taken by 9am and will be kept open until 10.30am. The register for the second session will be taken at 2.05pm and will be kept open until 3.05pm

4.2 Unplanned absence

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am or as soon as practically possible:

- By telephone on 01732 443639
- By emailing studentabsence@knoleacademy.org

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the student's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student's parent/carer notifies the school in advance of the appointment.

If your son/daughter has to leave school for a hospital or dental appointment, please inform the school, with at least 24 hours' notice using studentabsence@knoleacademy.org or by calling 01732 443639. Please provide the following information:

- student's name,
- form group,
- type of appointment,
- time of appointment,
- time to leave lesson and
- whether your son/daughter is expected to return to school after the appointment.

Please also upload evidence of the appointment or provide a scanned copy to the attendance officer in advance.

We encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Section 5 details which term-time absences the school can authorise.

We are unable to let a student leave school without prior knowledge as this is a safeguarding issue.

If your child is in Years 7—11, we would ask that you state in writing whether your son/ daughter is being collected by a parent or carer. If you or a carer are not collecting your son/daughter, please state your permission for your child to leave school on their own. Without such permission or someone collecting your son/daughter, they will not be allowed to leave the school on their own.

At the appropriate time the student should leave their lesson and go to reception where they will be required to sign out. Reception will check that this has been authorised and log the absence on Arbor, our school management information system.

4.4 Lateness and punctuality

A student who arrives late:

Before the register has closed will be marked as late, using the appropriate code

After the register has closed will be marked as absent, using the appropriate code

4.5 Following up unexplained absence

Where any student we expect to attend school does not attend, or stops attending, or is persistently late to school, without reason, the school will:

Text message the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.

Identify whether the absence is approved or not

Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained
- this will be no later than 5 working days after the session

Text message the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will call parents/carers and consider involving a School Liaison Officer (SLO).

4.6 Missing students

Any student who has been in preceding lessons and does not arrive at the next, or a student who should be in school but has not arrived, will be subject to the missing student procedures (Appendix 2).

4.7 Reporting to parents/carers

The school will inform parents about their child's attendance and punctuality via the Arbor parent app. The school will also inform parents about their child's attendance and absence levels in the termly report and via letter of concern or congratulation.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a student during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the student is authorised to be absent for.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong. If necessary, the school will seek advice from the parents'
- religious body to confirm whether the day is set apart

Traveller students travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision

5.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

The number of unauthorised absences occurring within a rolling academic year

One-off instances of irregular attendance, such as holidays taken in term time without permission

Where an excluded student is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

6. Strategies for promoting attendance

Nothing promotes good attendance better than high quality teaching which is always an objective on the Academy improvement plan. In addition to our ongoing commitment to the best teaching and learning we:

- **Make attendance 'loud' on the school agenda** – We ensure that attendance is part of most conversations within the academy, from being a standing item on tutor team, pastoral team and leadership team meetings, part of academic tracking conversations with parents/carers every term, a regular topic in Headteacher letters home, published league tables each week on the website, in school and student and staff bulletins and attendance is part of the regular conversations that tutors have with their tutor groups
- **Reward the best attendance** – we send attendance improvement congratulations letters, have league tables for form groups with weekly prizes, reward 100% attenders with a visit to Thorpe Park and have an annual house award for the best attending house.
- **Support students and families to achieve better attendance** – Appointment of Family Liaison Officer (Appendix 3) across the WKSATA Alliance to work with hard to reach families with a range of vulnerabilities including attendance, established the Inclusion Centre (Appendix 4) which supports students with anxiety based school avoidance (ABSA) and emotionally-based school avoidance (EBSA) back into a school setting, appointment of an attendance officer and we ensure that the pastoral team attend training on ABSA and are aware of all possible referral pathways for anxiety (Appendix 5).
- **Work with external agencies to provide additional support for students with persistent and severe absence** – Referrals to Early Help and the School Liaison Officer (SLO) are made when other forms of support have not improved attendance (Appendix 5).

7. Attendance monitoring

7.1 Monitoring attendance

We will:

- Monitor attendance and absence data weekly, half-termly, termly and yearly across the school and at an individual student level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

Student-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing body.

The data is also monitored termly as part of the 'targeted support meetings' initiative with the local authority SLO.

7.2 Analysing attendance

We will:

Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these students and their families

Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using data to improve attendance

We will:

Provide regular attendance reports to form tutors, Head of Year, the leadership team and Governors to facilitate discussions with students and families

Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

7.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school.

The school will:

Use attendance data to find patterns and trends of persistent and severe absence

Communicate concerns about PA to the relevant parents/carers. In Autumn this will be focused on year 7 and year 10 students

Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school

Provide access to wider support services to remove the barriers to attendance (see section 6)

8. Monitoring arrangements

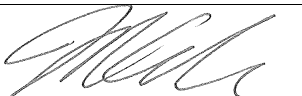

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually. At every review, the policy will be approved by the full governing body.

9. Links with other policies

This policy links to the following policies:

Child protection and safeguarding policy

Behaviour policy

APPROVED BY TEACHING & LEARNING COMMITTEE	03.05.24. Ratified by the Full Governing Body on 26.06.24		
SUGGESTED REVIEW DATE	Annually		
SIGNED HEADTEACHER		PRINT NAME	Mr D Collins
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Miss T Homewood

Appendix 1: Attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement
Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller	Pupil from a traveller community is

	absence	travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed
Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2 – Missing Student Procedure

AWR Advised/aware student missing from lesson and has been in school previously or was expected to be in school but has not arrived

AHOYs/LT Make all reasonable efforts to locate them – Check with teachers in previous lesson/form time, check sign in and out sheets, LT on walkabout to carry out reasonable checks on site - check toilets and other accessible areas of the site

AWR Text and email informing of missing to Staff All

AWR Text and email parent/carer and advise to contact Police if concerned

AHOYs Meanwhile check with next class to see if they have turned up (physical check)

AHOYs Ask known friends/siblings

AHOYs If there is no contact from parent/carer within 1 hour then call them. If there is no response call the other contacts until contact with parent/carer is established. The aim is to speak to someone who can also try to contact the parent/carer

If on Safety Plan

SDHT/DHT/HOY Liaise with parent/carer re Police contact. School can contact the Police.

Any available parties meantime complete full sweep of the school site (Sweep locations to follow)

SDHT/DHT/HOY Designate a contact person/people for the parent/carer and Police if Police referral is made

Contact person Keep regular communications and follow Police guidance

School sweep locations

All toilets in the main building and The Place

To the rear of The Place

The car parks and school fields

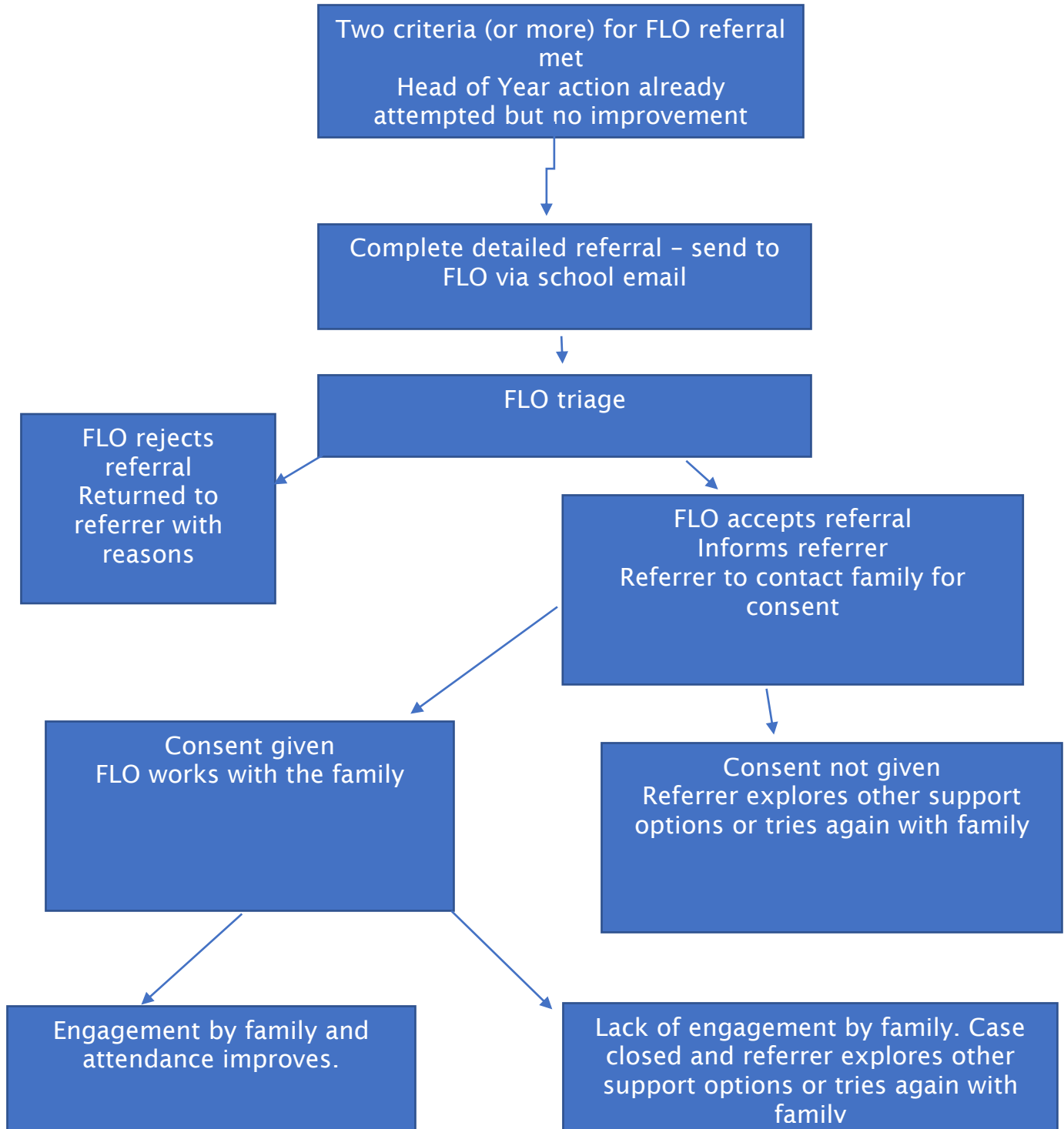
The Undercroft

The front bus areas

Appendix 3 - Family Liaison Officer Referral: Flow Chart

Referrals to the FLO should meet at least two of these criteria.

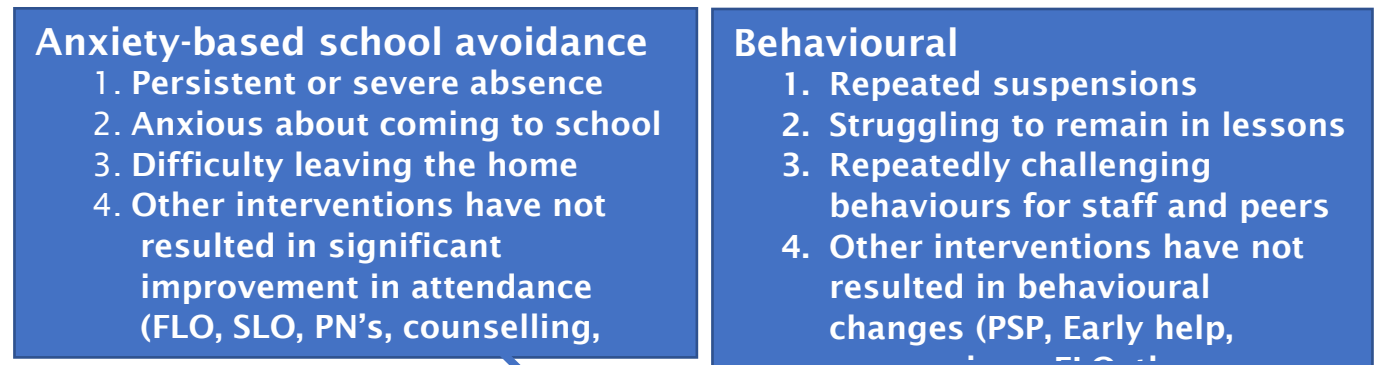
- Attendance issues
- Safeguarding concerns
- Increasing issues with behaviours in and/or out of school
- Lack of parental engagement/support
- Potential NEET
- Academic underperformance.



Appendix 4 – Inclusion Centre Referral Criteria

Referral to the Inclusion Centre will be triaged under the following criteria:

HOY and/or SENCO (no-one else can refer students) identify students who meet at least two of the following criteria and where other interventions have not resulted in improved attendance and/or behaviour



Conversation between Alison Shaw (Inclusion Centre Manager) and the relevant Head of Year and/or the SENCO. Checklist completed.

Referral accepted

Referral rejected

DHT and
HOY/SEN
CO
consider

HOY puts in writing agreed timetable, start and end date, reason for referral and element in plan for student (the checklist) Send to Alison Shaw and Julie Bence.

Note no-one should be in the Inclusion Centre full-time or for a whole day.

Inclusion Centre Manager Meeting or conversation with parent/carer/s and student and start date and time agreed

Parents/Carers accept referral and terms of Inclusion Centre placement
Parents/Carers reject the referral

DHT and
HOY/SEN
CO
consider

Once accepted into the Inclusion Centre (there must be at least two working days between referral and placement):

- On arrival – collection from reception or Place reception; hand in mobile phone
- Bespoke timetable arranged – focus on literacy, numeracy, social skills, RSHE, wellbeing time – 2 weeks only then reintegration organised with HOY/SENCO
 - Timetable passed to AHOYs for registers
 - A review must take place after the first week

Appendix 5 – Anxious students: Flowchart of Actions for HOY

Anxiety reported to tutor/reception/AWR/HOY



HOY (and tutor as appropriate) meet parent/carer and student to discuss the issues
Questions to ask include: What are the triggers? How does the anxiety feel/manifest? Is it daily? weekly? monthly? When is it worst?

Create a clear action plan based on the information gathered

Always advise parent to see their GP about it



Possible actions – Basic level (occasional absence due to anxiety or new anxiety)

Daily check-in with a trusted adult to scale the anxiety for the day and try to bring it down

Time out in the
wellbeing room

Consideration of diet, exercise, sleep

Rescue remedy

Higher level (regular absence due to anxiety or basic strategies have not worked)

School Health Team referral

Counsellor referral (school-based or external via GP or privately)

Bromley Y referral (only if student resides in Bromley)

Amended tt i.e in wellbeing Lesson 6

FLO referral

Strategies from the EBSA or ABSA guidance (these are two of the resources in the folder recommended below)

Highest level (non-attendance/PA/Severe absence)

Reduced (RTT) or bespoke timetable with use of Inclusion Centre

RTT

SLO referral

CAMHS referral (only if GP already aware)

LIFT panel

A range of supporting documents including a leaflet for parents can be found here S:/21Pastoral/Anxiety and on the KA website wellbeing area <https://www.knoleacademy.org/2972/anxiety>

Appendix 6 – Borough referral pathways

<https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/attendance/school-attendance>

The 13 Pathways: Which is Right for You?

The Digital Front Door features 13 pathways each with a unique form.

Pathway 1. Notify of an Exclusion (Fixed Term and Permanent)

This is not a service offer; it is a statutory pathway for reporting exclusions.

Pathway 2. Request Inclusion Consultation (Individual)

This service offer includes:

- Supporting school-parent meetings
- Assistance with developing a strategy for the school to support the individual to avoid exclusions and manage behavior
- Providing advice on PSPs

Pathway 3. Request Inclusion Consultation (Whole School)

This service offer can provide:

- Consultation to prevent an emerging school issue
- Support to develop an Inclusion Strategy and/or Bullying Strategy
- Staff and/or governor training
- Analysis of school data and trends

Pathway 4. Request Attendance Consultation (Whole School)

This service offer can provide:

- A consultation to prevent an emerging school attendance issue
- Support in the development of an Attendance Strategy
- Staff training
- Analysis of school data and trends

Pathway 5. Request Attendance Consultation (Individual)

This service offer includes supporting the school as it addresses individual pupil attendance concerns prior to an AS1 referral for statutory intervention (pathway 6 below). It may also include contributing to CHiN, CP, Early Help or attendance meetings.

Pathway 6. Request Statutory Individual Pupil Attendance Support (AS1)

This is an AS1 referral – for statutory attendance support. See guidance on Kelsi: [AS1-Referral-Criteria](#)

Pathway 7. Notify of a Potential Child Missing Education (CME)

This is to complete a CME referral to the Attendance team. Referral guidance is found here: [CME-referral-guide](#)

Pathway 8. Request Gypsy Roma Traveller Minority Ethnic Consultation (Individual)

This service is for schools to request guidance when working with GRT ME individuals.

Pathway 9. Request Gypsy Roma Traveller Minority Ethnic Consultation (Whole School)

This service is for schools to request guidance when working with GRT ME communities.

Pathway 10. Request to Issue a Penalty Notice

This pathway is for schools to request the local authority to issue a Penalty Notice for unauthorised leave of absence or frequent/sustained school absence.

Pathway 11. Notify of Intended Off-Rolling

This pathway is for schools to notify the local authority when it is intending to off-roll a pupil. guidance can be found here: [Off-Rolling - KELS!](#)

Pathway 12. Notify of Reduced Timetable

This pathway is for schools to notify the local authority if any pupil is on a reduced educational provision. Guidance can be found here: [Guidance-for-Schools-on-the-Use-of-Reduced-Timetables](#)

Pathway 13. Request for Single Registration at PRU

This pathway is for a school to request a named pupil to be removed from the roll of the school and be solely registered at a PRU.