



Attendance Policy

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GOAL: The goal of this attendance policy is to ensure consistent student participation in class activities and to promote academic success.

1. Introduction

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled as soon as they are emotionally and medically able to, in consultation with medical professionals, parents/carers and the Team Around the Child where appropriate.
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons, whilst ensuring that their individual needs are met and they are not in an overly anxious state that requires regulation support before entering the classroom environment.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set 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 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [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

The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy
- For further information on the governing board responsibilities contact our Link Governor: **Nikki Purcell** purcell.edadvisoryservice@gmail.com

The headteacher

The headteacher is responsible for:

- The 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 pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary and in consultation with the appropriate local authority.
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

The designated senior leader responsible for attendance

The designated senior leader (also known as the 'Senior Attendance Champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Making follow-up calls to all parents/carers whose child has not arrived at school.
- Generating weekly/termly attendance figures for each student.
- Evaluating and monitoring expectations and processes
- Monitoring and analysing attendance data (see section 7) and having a strong grasp of absence data and oversight of absence data analysis
- Benchmarking attendance data to identify areas of focus for improvement
- Regularly monitoring and evaluating progress in attendance
- Providing regular attendance reports to school staff and reporting concerns about attendance to the senior leadership team and the headteacher
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues

- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The designated Senior Attendance Champion is Amanda Johnson and can be contacted via 07749846945/ attendance@artseducation.co.uk

Class teachers

Class teachers are responsible for reporting any information/concerns regarding attendance to the attendance officer on a daily basis.

School Business Manager

The School Business Manager will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system.
- The Business Manager will send absence texts to all parents/carers prior to 09:30.
- After 09:30 The Business Manager will send a 'Attendance Handover Email' to highlight anything that requires action from the attendance officer and to provide overview of the days attendance.

Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day/timetabled session on time
- Call the school to report their child's absence before 9.30am 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. Any planned absence due to a medical appointment must be supported by a letter detailing the appointment. Students are expected to attend school before and after their appointment wherever possible

- Inform school of any extended planned absences due to medical treatment and discuss arrangements to ensure continuity of learning
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Amanda Johnson, who can be contacted via 07749846945/attendance@artseducation.co.uk

Pupils

Pupils are expected to:

- Attend school every day, on time unless there is a valid reason not to. This can include genuine illness, family bereavement or other issues as agreed as authorised by the school.

4. Recording attendance

Attendance register

We will keep an electronic attendance register, and place all pupils onto this register. We will take our attendance register at the start of the first session of each school day, closing at 9.30 and once during the second session, closing at 1.30. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil 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, where a pupil is attending an approved educational activity

- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 9.00 am and ends at 2.30 pm.

Pupils must arrive in school by 9.00 am on each school day.

The register for the first session will be taken at 9.10 am and will be kept open until 9.30 am. The register for the second session will be taken at 1.00 pm and will be kept open until 1.30 pm.

Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9.30 am or as soon as practically possible.

This can be done by calling the School office on 07749846945 or 01744638948, emailing parentmail@artseducation.co.uk , or communicating the pupil's absence via Studybugs.

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.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for 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 will be notified of this in advance.

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment and provides a copy of the letter detailing the appointment.

Parents must call the School office on 07749846945 or 01744638948, or email parentmail@artseducation.co.uk

However, we encourage parents 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 must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

Lateness and punctuality

A pupil 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

ARTS Education prioritises student well-being and understands that personal circumstances, such as ASD, ODD, heightened anxiety can sometimes impact prompt arrival. In exceptional circumstances, we can adjust the school day's start time to create a more accommodating environment for students for an agreed period of time, to be reviewed regularly. We value the collaborative support of parents/carers in promoting a positive culture of punctuality and discouraging late arrivals. Close attention is paid to emerging patterns of lateness, and we readily offer customised support and guidance to ensure students thrive in all aspects of their academic journey. If a pattern of lateness develops, this will result in meeting with the Attendance Champion to discuss what support can be put in place to improve punctuality. If this becomes a persistent pattern, then intervention will be necessary, such as an action plan agreed by the school and parents. If there is no improvement, then school will put targeted support in place working with local authorities and outside agencies as necessary.

Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, ARTS Education will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may carry out a home visit or inform relevant agencies if deemed necessary
- On day 2/3 if no contact has been made then a formal letter to parents will be issued inviting them into school for a meeting with the Attendance Champion
- On day 5 of no contact a home visit will be carried out by the Attendance Champion or a member of SLT
- On day 5 of absence with contact from parents, a formal letter will be issued inviting them into school for a meeting with the Attendance Champion
- On day 10 of absence with contact from parents, a home visit will be carried out by the Attendance Champion or a member of SLT
- 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(s) for which the pupil was absent

- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

Reporting to parents

ARTS Education will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels in termly reports and half termly via ClassDojo

5. Authorised and unauthorised absence

Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances 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

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as one off events that are unavoidable examples may include death of a close relative, attendance to a funeral, respite for a looked after child, a housing crisis which prevents attendance.

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

ARTS Education considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background 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, by emailing the attendance champion and the headteacher. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health 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 pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) 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 pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

Sanctions

ARTS Education will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences

- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

ARTS Education employs, a variety of strategies for rewarding, incentivising and improving attendance:

- **Attendance tracking and early warning systems:** Utilise software or spreadsheets to track individual student attendance rates and trigger alerts via CPOMS for any concerning patterns (weekly, termly or yearly), allowing for early intervention before absences become chronic.
- **Performance Indicators:** Performance indicators are set for each student, taking into account their individual attendance history and contributing to a whole-school attendance contract. This personalised approach ensures tailored support and goal setting.
- **Social-emotional learning programs:** Teach students valuable coping mechanisms for stress, anxiety, or social conflicts - TRANSPORT - , which can contribute to avoidance behaviours and absences through creative therapy sessions.
- **Engaged Educators:** Teachers demonstrate genuine interest in their students and their well-being, fostering a positive classroom atmosphere that encourages active participation and reduces absenteeism.
- **Orderly Learning Space:** Well-organised and disciplined classrooms provide a structured environment conducive to learning and focus, minimising distractions and promoting attendance.
- **Varied Teaching Methods:** Employing a range of teaching styles caters to diverse learning preferences and keeps students engaged, enhancing overall attendance.

Recognition and praise: Weekly assemblies are held which publicly acknowledge and celebrate students who demonstrate strong attendance habits, fostering a positive school culture that values punctuality and commitment. 100% attendance is recorded on ClassDojo and reward points are awarded to use to spend in the rewards points shop

on Friday afternoons. We hold a competition for the highest attending year group to receive a reward each half term and half termly rewards are available for 100% attendance and for the most improved attendance. Attendance figures are displayed in the common room

The school can offer targeted support for families that are struggling with attendance up to and including an attendance contract to improve pupils attendance, before it becomes necessary to issue penalty notices.

7. Supporting pupils who are absent or returning to school

Pupils absent due to complex barriers to attendance, mental or physical ill health or SEND, or returning to school after a lengthy or unavoidable period of absence

As all our pupils have an EHCP and we recognise that they have struggled with attendance in previous settings, our strategies for promoting attendance are therefore designed to support students with complex barriers to attendance, mental and physical ill health or SEND.

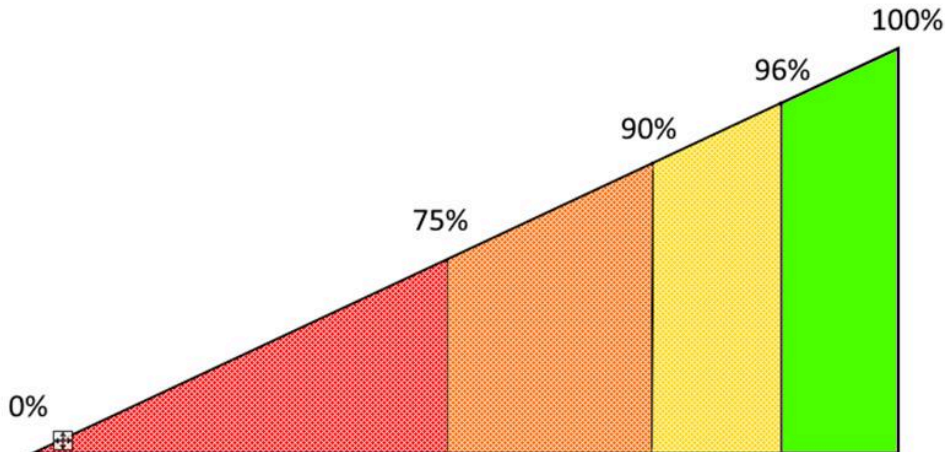
Alongside these, individualised plans for pupils are created depending on the level of need of each pupil. These include varying start times, gradual build up of hours spent in school, time with our school therapist and identification of a trusted adult to work 1-1 with. These plans are reviewed daily, weekly or fortnightly depending on the needs of the individual pupil.

If any of our pupils' attendance falls, or the school becomes aware of further barriers to attendance that are related to the pupil's needs, the school will inform the local authority.

8. Attendance monitoring

The Attendance Champion will monitor and analyse student attendance and determine and implement our pathways collaboratively with parents and external agencies(where required) on an individual basis depending on:

- The level of the students' attendance.
- The patterns (if identified).
- Any potential obstacles identified.



Attendance Analysis:

- 100% - No cause for concern and in school benefits such as Class Dojo points awarded for those achieving this level of attendance.
- 90 - 96% - Minor improvement required with collaboration with parents/carers.
- 75 - 90% - collaborative work between school and parents/carers and/or external agencies if required.
- 0% - 75% - Requires collaborative work between school, parents/carers and external agencies.

ARTS Education implements a collaborative intervention strategy with parents/carers to address the underlying factors and facilitate improved attendance through:

- **Developing SMART Targets:** ARTS Education convenes meetings with the student, their parents/carers, relevant staff members. This inclusive approach fosters open communication and collaboration, maximising understanding of the situation. Collaborative discussions lead to the establishment of **SMART (Specific, Measurable, Achievable, Relevant, and Time-bound)** attendance goals for the student. These goals are clearly defined and tailored to the individual's circumstances.
- **Regular Review and Support:** Progress towards established goals is reviewed every 2 weeks. This ensures adjustments can be made to the intervention plan as needed, supporting the student's continued progress.
- **Adapting and Refining Goals:** Following the initial two-week review, another meeting may be convened if significant progress toward the **SMART** goals isn't being observed. This collaborative discussion, involving the student, parents/carers, and relevant staff, allows for re-evaluation of the targets and potential adjustments to their specificity, measurability, or timeframe. Ensuring the goals remain achievable and relevant fosters continued motivation and engagement.

- **External Support Networks:** If progress remains stagnant despite adjustments to the **SMART** goals and increased monitoring, ARTS Education may recommend connecting the student and family with external support networks. This could involve referrals to Education Welfare Officers (EWO), Social Services or Child and Adolescent Mental Health Service. Collaborating with relevant external resources expands the scope of possible interventions and strengthens the overall support system for the student.

While there are rare situations where the immediate safety of a child requires a referral to the Multi-Agency Safeguarding Hub (MASH), our primary goal is always to work **constructively and collaboratively** with parents to address any concerns that may arise. We believe that open communication and a shared commitment to a child's well-being lead to the best outcomes.

Monitoring attendance

The school will monitor attendance and absence data (including punctuality) daily, weekly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of weekly, half-termly, termly, and full-year data to identify patterns and trends including a comparison of attendance at previous educational settings.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Using data to improve attendance

ARTS Education will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to relevant staff to facilitate discussions with pupils and families, and to the governing board and school leaders (including assistant head responsible for SEND, Safeguarding and pupil premium)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

ARTS Education will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Issue formal letters regarding attendance meetings
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence. For example a reduced time table. In exceptional circumstances, the school, in collaboration with parents/carers and external agencies where required, may offer a reduced timetable as a bridge to full-time attendance. This tailored approach aims to ease the student's reintegration

by starting with a manageable number of lessons and gradually increasing them based on weekly reviews and progress. Together, the school, parents/carers, and the student will monitor progress, address challenges, and collaboratively decide when a full-time return feels achievable. This structured reintegration aims to reduce anxiety, improve engagement, and ultimately foster consistent attendance through individualised support and shared decision-making. It's important to note that this option complements, not replaces, addressing the underlying reasons for non-attendance, with the school committed to working with parents/guardians and external agencies as needed

- Implement sanctions, where necessary

9. Monitoring and Evaluation

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by K McCarthy, Deputy Head and N Purcell, Governor. At every review, the policy will be approved by the full governing board.

Appendix 1: attendance codes

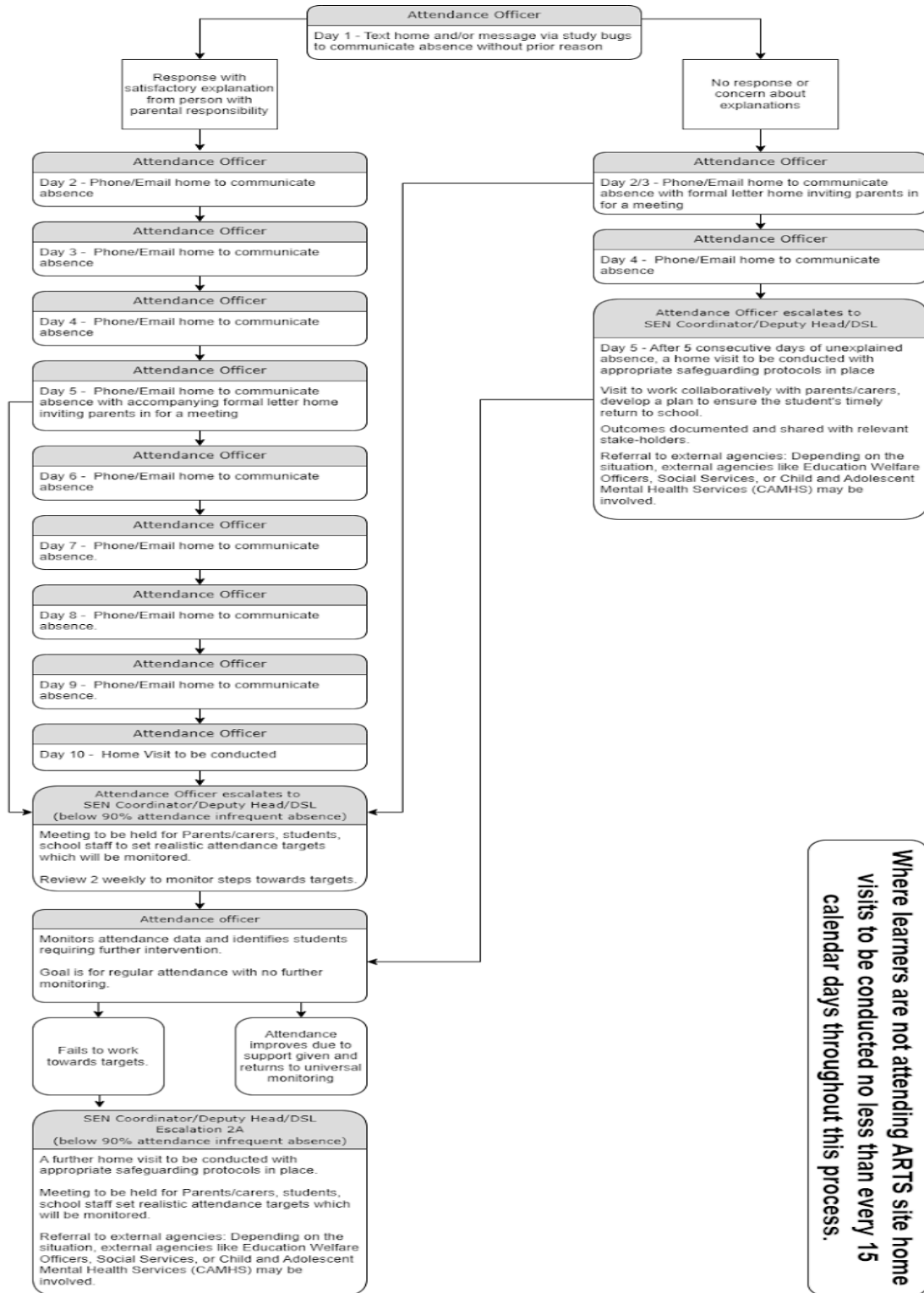
The following codes are taken from the DfE's [guidance on school attendance](#).

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
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment

J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency

Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Here you will find the procedure in which we, ARTS Education will follow when dealing with student absence. You will also find a copy of our letters to parents/carers regarding student absence and to celebrate high attendance levels.



Where learners are not attending ARTS site home visits to be conducted no less than every 15 calendar days throughout this process.

Appendix 3 - FORMAL LETTER HOME FOR MEETING INVITE REGARDING ABSENCE

Date:

Dear [Parent/Guardian Name],

We are writing to invite you to a collaborative meeting at ARTS Education on [Date of meeting] at [Time of meeting] to discuss [Child's Name]'s recent school absences.

We understand that unforeseen circumstances can sometimes lead to student absences. However, [Child's Name]'s recent attendance pattern has raised some concerns, and we believe a collective conversation can help us understand the contributing factors and work together toward positive solutions.

This meeting presents an opportunity for open communication and collaboration. We aim to:

- Gain a deeper understanding of the reasons behind [Child's Name]'s absences. Your insights are invaluable in identifying any challenges or obstacles affecting their attendance.
- Work collaboratively to set achievable attendance goals. Through shared understanding we can establish realistic goals that support consistent school attendance.
- Explore the resources and support systems available at ARTS Education and beyond. We want to ensure you have the necessary tools and encouragement to help [Child's Name] meet their attendance goals.
- Develop a personalised plan of action. By identifying specific strategies and adjustments, we can create a roadmap for success that prioritises [Child's Name]'s well-being and academic progress.

We truly believe that through collaborative efforts, we can address the current situation and support [Child's Name] in achieving their full potential. Your voice and participation in this meeting are crucial to fostering a positive and productive environment for success.

To ensure a focused and productive discussion, we kindly request that you confirm your attendance by contacting [Contact person] at [Phone number] or [Email address] by [Confirmation deadline]. We look forward to welcoming you to ARTS Education and working together to create a positive path forward for [Child's Name].

Sincerely,

ARTS Education Team

Appendix 4 - FIRST HOME VISIT NO CONTACT LETTER

Date:

Dear [Parent/Guardian Name],

We are writing to follow up on the home visit attempt made today, [Date], by myself, [Your Name], and my colleague, [Colleague Name]. We were unable to make contact with you or [Child's Name] during our visit at approximately [Time of visit].

As you know, regular school attendance is crucial for students' academic success and well-being. ARTS Education plays a vital role in supporting students facing challenges by providing additional resources and personalised guidance. Therefore, we prioritise establishing open communication with families and understanding the factors influencing school attendance.

Given our unsuccessful attempt to connect, we would like to give you the opportunity to reach out to us to discuss [Child's name]'s absences and any underlying concerns you may have. Your cooperation is essential in understanding the situation and providing appropriate support in setting attainable attendance targets to improve [Child's Name] attendance. You can reach us through the following options:

- Calling the school at 07749 846945 or 01744 638948 and asking to speak with one of ARTS Education's designated safeguarding leads.
- Emailing one of our dedicated safeguarding leads directly:
 - Amanda Johnson - amanda.johnson@artseducation.co.uk
 - Joanne Briody-Skinner - joanne.bs@artseducation.co.uk

We understand that unforeseen circumstances may sometimes prevent communication. However, we emphasise the importance of addressing [Child's name]'s current absenteeism. Please do not hesitate to contact us at your earliest convenience to discuss any concerns you may have.

Thank you for your understanding and cooperation.

Kind regards,

ARTS Education Team

Appendix 5 - SECOND HOME VISIT NO CONTACT

Date:

Dear [Parent/Guardian Name],

I am writing to follow up on two attempts by myself, [Your Name], and my colleague, [Colleague Name], to conduct a home visit with you and [Child's Name] at your residence. Unfortunately, despite efforts on [Date of first visit] at [Time] and [Date of second visit] at [Time], we were unable to make contact on either occasion.

Your child's recent school absences have understandably raised concerns for their well-being and academic progress. Home visits are a crucial part of our efforts to understand the situation and provide appropriate support. However, the two unsuccessful attempts necessitate that we explore alternative options.

Therefore, I am writing to inform you of the following:

1. **Urgent Need for Contact:** We kindly request that you contact the school office at your earliest convenience by the following options:
 - Calling the school at 07749 846945 or 01744 638948 and asking to speak with one of ARTS Education's designated safeguarding leads.
 - Emailing one of our dedicated safeguarding leads directly:
 - Amanda Johnson - amanda.johnson@artseducation.co.uk
 - Joanne Briody-Skinner - joanne.bs@artseducation.co.uk

871971632. **Continued Commitment to Support:** We remain committed to supporting [Child's Name] and your family through this process. Please be assured that our primary goal is to collaborate with you in finding a solution that prioritises [Child's Name]'s best interests.

871967552. **Consideration of Further Action:** If we are unable to reach you within [Number] days, we may be required to involve external agencies such as the Education Welfare Officer (EWO), Social Services or Child and Adolescent Mental Health Services (CAMHS) to ensure [Child's Name]'s well-being is adequately addressed. This is not a decision we take lightly, but the ongoing lack of communication necessitates exploring avenues to safeguard [Child's Name]'s welfare and educational needs.

We understand that unforeseen circumstances can sometimes lead to missed communication. However, the ongoing absence of contact and the seriousness of the situation require further action. We urge you to reach out to us as soon as possible to discuss these matters openly and work towards a positive outcome.

Sincerely,

ARTS Education Team

Appendix 6 - 100% attendance celebration letter

[Date]

Dear [Parents' Names],

Congratulations! We're thrilled to inform you that [Child's Name] achieved **100% attendance** this term! Maintaining a 100% attendance record demonstrates remarkable dedication and commitment to learning, and we applaud [Child's Name] for this significant achievement.

Regular attendance is key to academic success, and we encourage [Child's Name] to continue this commitment. We believe it allows them to truly thrive in our school environment.

As a token of our appreciation for [Child's Name]'s dedication, we are delighted to award them a **£20 Amazon voucher**. We hope this small reward serves as a reminder of their accomplishment and encourages them to continue their exemplary attendance in the future.

If you have questions, please don't hesitate to contact us.

Sincerely,

ARTS Education Team

Appendix 7 - To be used in 5% increments of students improved attendance per full term e.g. from 90% to 95%

[Date]

Dear [Parents' Names],

Congratulations! We're thrilled to inform you that [Child's Name] achieved **improvement in attendance** this term!

Regular attendance is key to academic success, and we encourage [Child's Name] to continue this commitment. We believe it allows them to truly thrive in our school environment.

As a token of appreciation, [Child's Name] will receive a **£10 Amazon voucher**. We encourage continued attendance for further academic success and engagement within our school community.

If you have questions, please don't hesitate to contact us.

Sincerely,

ARTS Education Team

Appendix 8 - To be used in 10% increments of students improved attendance per full term e.g. from 85% to 95%

[Date]

Dear [Parents' Names],

Congratulations! We're thrilled to inform you that [Child's Name] achieved **significant improvement in attendance** this term!

Regular attendance is key to academic success, and we encourage [Child's Name] to continue this commitment. We believe it allows them to truly thrive in our school environment.

As a token of appreciation, [Child's Name] will receive a **£20 Amazon voucher**. We encourage continued attendance for further academic success and engagement within our school community.

If you have questions, please don't hesitate to contact us.

Sincerely,

ARTS Education Team

Plan to improve student's attendance including specific and measurable goals:

NEXT STEPS

School: [List specific actions the school will take to support attendance, e.g., additional support in class, check-in procedures, communication with parents/guardians]

Parent/Carer: [List specific actions the parent/carer will take to support attendance, e.g., ensuring transportation, communication with school, monitoring student well-being]

Student (Optional): [List specific actions the student will take to improve attendance, e.g., communicating needs to teacher, attending tutoring sessions, setting goals]

Review Date:

[Indicate how and when follow-up will occur, e.g., phone call, in-person meeting, email]

Agreement on Attendance Action Plan

School Representative 1:

School Representative 2:

Parent/carer:

Student (Optional):