



## Attendance Policy

July 2023

‘Every child in school, on time, every day, learning ready’

Version number:	V1
Date adopted by Trustees:	14 <sup>th</sup> July 2023
Scheduled review date:	July 2024
Statutory or Best Practice policy:	Best Practice
Appendices:	Yes
School or Trust policy:	Trust

### Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 303106 or email [info@kernowlearning.co.uk](mailto:info@kernowlearning.co.uk)

## Contents

1. Aims	2
2. Legislation and Guidance	3
3. School Procedures	4
4. Authorised and Unauthorised Absence	6
5. Strategies for Promoting Attendance	8
6. Attendance Monitoring	8
7. Communications	9
8. Pupils with Ongoing Medical Conditions	9
9. Roles and Responsibilities	10
10. Links with Other Policies	12
11. Review	12
➤ Appendix 1: Attendance Codes	13
➤ Appendix 2: COVID Measures	15
➤ Appendix 3: Flexi Schooling	16

At St Columb Major Academy, we pride ourselves on our curriculum, designed to meet the needs and other interests of our school community, the local area and national and global contexts, using the National Curriculum as the basis. We believe we have created a curriculum and ethos that develops both the hearts and minds of our children, developing their resilience, perseverance, compassion, wisdom, forgiveness and respect. We have considered and identified any barriers to future attainment focusing on these in our curriculum. These are emotional needs (such as low self-esteem and not being ready to learn); low social awareness and understanding (such as tolerance); limited life-experiences (such as low aspirations for their future lives) and limited vocabulary due to a lack of rich language environments.

#### **Our Vision:**

To provide a safe challenging environment where each individual is valued and can build positive foundations for learning for life which is underpinned by the six values listed above.

PSHE is at the heart of our curriculum, which is designed around our mission statement:

#### **Happy: Hardworking: Successful**

**Happy:** *We aim to give our children knowledge, skills and understanding so they may enjoy a confident, healthy and independent life with positive wellbeing.*

**Hardworking:** *We aim to develop our pupils' attitudes, stamina and resilience to learning, enabling them to enhance their skills, knowledge and understanding in a way which excites and motivates them, in the classroom and beyond, and results in life-long, successful learners.*

**Successful:** We aim to inspire pupils to have their own aspirations and goals so they can live a full life and realise their potential as a unique individual with sense of belonging and responsibility.

Our curriculum begins with our children's first-hand experiences building on each child's starting points and develops, year on year, building from the school community to the wider world and beyond. This is planned through a creative and thematic approach to learning, where topics are designed to complement and build on one another with clear progression in skills and knowledge and links so that, in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts.

Each subject's curriculum has been designed to ensure coherence across the school, so that the learning journey for each of our child covers a full range of experiences to equally develop both curricular and personal understanding in a meaningful way. Every subject has its own integrity, and our curriculum is designed and taught to ensure that we remain true to the underlying principles of each subject. Using the Foundation Stage & National Curriculums, each subject has been planned around a progression of skills and knowledge. Links have been made between subjects, creating topics, with the aim to make learning purposeful, relevant and to reinforce ideas and concepts within and across year groups through both curricular and extra - curricular opportunities including choir, eco club, our own newspaper club and cookery club to name a few. The children can participate in a range of sporting activities in the school day and beyond from basketball, to bowls to swimming. We value and spend a lot of time in the outdoors -recognising the importance on the children's wellbeing and how learning in the environment is so important for our children.

## **1. Aims**

Article 28 of the UN convention on the rights of the child states

*'Every child has the right to an education. Primary education must be free and different form of secondary education must be available to every child'.*

All schools in KERNOW LEARNING aim to meet their obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence

- To support pupils and parents who have barriers to attending school

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust or governing body, the local authority, and other local partners.

The law on school attendance and right to a full-time education. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

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

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.

At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%).

At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4.1. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent)<sup>3</sup> and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).

Our schools will support all parents/carers to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

When parents choose a Kernow Learning school they need to understand and adhere to all policies. Our Attendance expectation is that all non-compulsory age pupils attend full time.

If parent/carers do not feel their infant is school ready and is a summer born, they may visit the Delayed/Deferred policy for guidance.

Kernow Learning actively encourage regular attendance by providing rich curriculum activities. Children need to attend regularly if they are to take full advantage of the educational opportunities available to them. Irregular attendance undermines the educational process and may lead to educational disadvantage.

Parents are primarily responsible for ensuring that children attend school. It is the school's responsibility to support attendance and to take seriously problems which may lead to non-attendance. Pupils attend for 190 days each year – a total of 38 weeks

Please discuss with your class teacher any issues that are impacting on your child's attendance. They will be able to give you guidance.

Our school Attendance administrator is Emma Jennings  
Email [ejennings@kernowlearning.co.uk](mailto:ejennings@kernowlearning.co.uk)  
Direct number 01637 880272  
Please contact them daily to report unplanned absences

Our Designated Senior leader responsible for Attendance is Marie Taylor  
Email [mtaylor@kernowlearning.co.uk](mailto:mtaylor@kernowlearning.co.uk)  
Direct number 01637 880272  
Please contact them for more information and support for Attendance.

Letters requesting term time leave must be addressed to the Head teacher.

## 2. Legislation and guidance

This policy meets the requirements of the [Working Together to Improve School Attendance – Guidance for maintained schools, academies, independent school and local authorities](#) 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:

- [The Education Act 1996](#)
- [The Education Act 2002](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2010](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2011](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [Schools Bill \[HL\] \(parliament.uk\)](#)
- [Children missing in Education](#)
- [Supporting pupils with medical conditions](#)
- [Suspensions and Exclusions](#)
- [Alternative Provision](#)
- Reduced timetable
- Safeguarding ([KCSiE 2023](#) and Kernow Learning Child Protection and Safeguarding Policy)
- School Behaviour policy
- Anti-bullying policy
- [Equalities Act 2010](#)
- [UN Convention on the Rights of the Child](#)

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold.

This policy complies with our funding agreement and articles of association.

### 3. School procedures

#### 3.1 Attendance register

The register is a legal document, and all pupils must be on this document. All schools must, (except those where all pupils are boarders) under the Education (Pupil Registration) Regulations 2006 take a register at the start of the morning session, and again during the afternoon session. Since September 2006, schools have been required to use statutory registration codes.

The Register will mark 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.

Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.

Parental responsibility extends beyond securing regular school attendance, so it is also important that parents ensure that every child is in school, on time, every day and learning ready and are collected promptly at the end of the day.

Our School days starts at 8.45 and lessons start at 9am. All children are expected to be in their classroom by 8.45. The school register closes at 8.55am.

#### 3.2 Compulsory School Age

By attending a Kernow Learning school you are agreeing to our policy of full attendance regardless of age. A child is of compulsory school age at the beginning of the 1st term after their 5th birthday, so:

- children who turn 5 between 1st January and 31st March will be of compulsory school age at the beginning of the school term after 31st March.
- children who turn 5 between 1st April and 31st August will be of compulsory school age at the beginning of the school term after 31st August.
- children who turn 5 between 1st September and 31st December will be of compulsory school age at the beginning of the school term after 31st December.

A child remains of compulsory school age until the last Friday in June in the school year that they turn 16. From September 2013 all 16-year-olds must to remain in education or training until the end of that academic year and from September 2015 they will be required to continue until their 18<sup>th</sup> birthday.

#### 3.3 Who is considered a parent in education law?

**Section 576 Education Act 1996** defines a 'parent' widely to include:

- a biological parent of the child (even if they do not have Parental Responsibility and even if the child does not reside with that parent).
- any person who is not a parent but has Parental Responsibility for the child (for example through a Residence Order, Child Arrangements Order, Special Guardianship Order, Step-Parental Responsibility Order, Adoption Order, or Care Order).
- someone who has care of the child.

Therefore, all these people have the duty to ensure a child of compulsory school age receives a suitable education. This does not mean that the child must attend a school – it is possible to fulfil this duty by home educating the child.

On receipt of written notification to home educate, schools must inform the pupil's local authority that the pupil is to be deleted from the admission register. Schools should not seek to persuade parents to educate their children at home as a way of avoiding excluding the pupil or because the pupil has a poor attendance record. Schools and local authorities should not seek to prevent parents from educating their children outside the school system. There is no requirement for parents to obtain the school or local authority's agreement to educate their child at home. However, Kernow Learning schools will make every endeavour to meet the needs of all pupils so parents feel that have a choice when deciding to Electively Home Educate.

### **3.4 Unplanned absence**

Parents must notify the school, **by calling the school direct**, on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 9am or as soon as possible (see also section 6).

Absence due to illness will be 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 parents 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 will be notified of this in advance.

**The school will work with parents whose children have re-occurring illnesses by seeking support from the School Nurse team.**

### **3.5 Medical or dental appointments**

Missing registration for a medical or dental appointment is counted as an authorised absence only if evidence of the appointment is presented to the school; advance notice is required for authorising these absences.

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.

Parents will need to share evidence of any medical or dental appointments with the School Office to receive an authorised absence and for Safeguarding purposes.

Applications for other types of absence in term time must also be made in advance. Information relating to whether the school can authorise such absences can be found in section 4.

### **3.6 Lost minutes of learning**

**Any pupil who arrives after the start of the school day but before the register has closed will be marked as L, using the appropriate code and the number of lost minutes of learning will be recorded, as expected by the**



DfE. Pupils arriving after the close of the register will be marked as U, again with lost minutes of learning being recorded.

A pupil must not be marked present if they are not in school during registration. The school register will be kept open until 8.55am. If a pupil arrives after the register has closed will be marked absent with code U or another appropriate code.

It is important that every child is in school, on time, every day, learning ready to ensure a calm and purposeful start to the day and to minimise disruption to other learners.

Lost minutes of learning are calculated and reported to the Local Authority – ongoing lost minutes of learning may incur a Fixed Penalty Notice.

### 3.7 Following up absence

The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

The attendance officer or a member of the School's Administration Team will phone the child's parents by 10 O'clock to establish the reason for the absence. Any Social workers involved will be informed of non-attendance.

### 3.8 Reporting to parents

Parents will receive a copy of their child's attendance report with each School report. If there are any concerns about a child's attendance throughout the academic year, parents may be asked to arrange a meeting with the Class teacher, Attendance officer, Education Welfare Officer or Head Teacher to discuss strategies to improve their child's attendance.

## 4. Authorised and unauthorised absence

### 4.1 Granting approval for term-time absence

The Education (Pupil Registration) (England) Regulations 2013 have removed all references to family holidays.

Head teachers no longer have the discretion to authorise up to ten days of absence. Leave of absence shall not be granted unless an application had been made in writing, in advance and the Headteacher considers that leave of absence should be granted due to exceptional circumstances. The Headteacher/Senior Leadership Team will consider all requests on a case-by-case basis, parents must be aware that requests will normally be refused. Both parents with legal parental responsibility will be informed of the outcome of the request.

Where a family chooses to take a holiday during term time or where a family states the child is unwell, but it transpires a term time holiday was taken the absence will be coded as unauthorised (G code).

If leave of absence is taken without the request having been agreed, the absence will be recorded as unauthorised.

Absence purely for the purpose of a family holiday is not an exceptional circumstance. Exceptional Circumstances can only be considered if the pupil's attendance is of National Average - currently 96% or higher on the date of the request. Exceptional circumstances could include:

- Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave soon that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family.



- To attend a wedding or funeral of a person close to the family.

Other valid reasons for **authorised absence** include:

- Illness and medical/dental appointments – as explained in sections 3.2 and 3.3.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart.
- Traveller pupils 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.

Schools also have a safeguarding duty under **section 175 Education Act 2002**, to investigate any unexplained absences.

Every day the Attendance officer will call the parents of all children who are not in school, if they are unable to contact the parents/carers or they have concerns, they will visit the family home with the class teacher, Headteacher or a member of staff the child knows well.

Attendance is monitored daily by the Attendance officer. The Headteacher oversees the monitoring process and meets regularly with the Attendance Officer.

Any issues identified concerning absence, illness or lateness will be addressed by the Attendance Officer by an initial phone call, then a letter, or a meeting with strategies put in place to improve attendance.

The Attendance Officer will endeavour to work with pupils and families to address attendance issues and may refer a pupil to the Trust Safeguarding and Attendance Lead and/or Education Welfare Service where attendance remains a concern following school intervention. However, if attendance fails to improve, legal action may be taken against parents/carers and could include a Penalty Notice, Education Supervision Order or Prosecution.

All unauthorised term time holiday of 5 days or more over a 3-month period will automatically be referred to the Local Authority and a Fixed Penalty notice will be issued.

#### 4.2 Flexi Schooling

Schools in Kernow Learning will not normally consider requests for flexi schooling. (See appendix 4).

#### 4.3 Extended leave policy/leave of absence

Where leave of absence exceeds 20 days, our School reserves the right to remove the child from roll, which would result in the parent being required to make application for a school place on their return from leave. You should also note that the place at the existing school would not necessarily still be available.

#### 4.4 Legal sanctions

Schools may refer to the Local Authority to fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

In accordance with the [Cornwall Council Code of Conduct for issuing penalty notices in respect of unauthorised absence from school](#) (£120 per parent, per child / £60 if paid within 21 days), where there have been 10 sessions (5 days) or more of unauthorised absence recorded. If this penalty is not paid the Local Authority will instigate legal proceedings against the parent/carer in the Magistrates Court.

The academy will, after making appropriate checks, report all Children Missing from Education to the Local Authority, Education Welfare Service, who has a duty to investigate the whereabouts of such children and

negotiate their prompt return to suitable education. If issued with a penalty notice, parents must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

The decision on whether to issue a penalty notice rests with the Headteacher/Senior Leadership Team, following the local authority's code of conduct for issuing penalty notices. This may take into account:

- several 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 pupil 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 the parent or withdraw the notice.

### 1.5 Reduced timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

A part-time timetable should not be used to manage a pupil's behaviour. A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a parttime timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

The Trust lead must be informed of all Reduced timetable the Kernow Learning template must be used and reviewed every 2 weeks with pupil and parents, building on successes and every 6 weeks with other agencies.

## 5. Strategies for promoting attendance

At Kernow Learning schools we celebrate attendance in many ways.

- A warm welcome from your class team.
- A rich and diverse curriculum.
- To be praised for working hard.
- Ensuring that your child attends a safe and nurturing environment.
- An 'open door' policy for parents to seek support and advice.
- An opportunity to be educated outside and off site whenever appropriate.
- Certificates and celebrations for high attendance.
- To be praised for being a considerate citizen.

## 6. Attendance monitoring

Kernow Learning schools monitor pupil absence daily.

Parents are expected to call the school in the morning if their child is going to be absent due to ill health (see section 3.2).

Parents are expected to call the school each day a child is ill, unless otherwise agreed with the school. If a pupil's absence goes above 3 days, we will contact the parents to discuss the reasons for this. If after contacting parents a pupil's absence continue to rise, we will consider involving an education welfare officer.

The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee. This means any child with an attendance figure lower than 91% is considered a persistent absentee and will therefore be highly monitored. Parents and school staff

should meet before this decline in Attendance to plan how to increase attendance and avoid a fixed penalty notice referral.

Pupils at risk of Persistent Absenteeism will be offered bespoke support to help them improve their attendance with the support of other agencies.

Pupil-level absence data is collected each week and shared with the whole school team. Half termly data is reflected with the school Senior Leadership to evaluate how effective our strategies to improve attendance is and what else can be done. Termly data is 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. We compare our attendance data to the national average and share this with Local Governance and the Board of Trustees of KERNOW LEARNING.

This data will help us draw comparisons with other schools both locally and nationally. The data will help us evaluate how effective our support to families is and how our families respond to the offer of support.

## 7. Communications

At the induction meetings for children about to join the school, the importance of regular attendance is discussed and explained. At this initial meeting parents are asked to arrange their family holidays within school holidays, rather than in term time so that their child's education is not disrupted. The school's policy relating to authorisation of holidays is also communicated to parents.

When children join our schools at other times of the year, the importance of regular attendance is discussed with parents.

This initial communication is considered as the first stages of the warning process to any family who are considering taking their children out of school during the school term.

## 8. Pupils with Ongoing Medical Conditions

Parent/Carers should inform the school of any medical conditions that could impact on Attendance and Wellbeing. A Healthcare Plan should be agreed with Health Services on how to ensure the pupil is able to access their full potential and attend school.

In some cases, a child can be educated at home whereby the school environment is detrimental to either condition or causes a risk (of infection etc.) to said pupil.

Pupils should not be penalised if their absence from school is related to their medical condition, such as attending hospital appointments. To avoid being fined for non-attendance, parents must obtain permission from the school in advance of the appointment and provide the school with evidence of the medical appointment so that the absence can be treated as authorised. An absence can also be authorised if the child is too ill to attend school and the school is notified of that as soon as possible.

A school should not encourage non-attendance, such as sending a pupil with medical conditions home frequently or preventing a pupil from staying for normal school activities, including lunch. This will only be justified if it is in accordance with the pupil's individual healthcare plan and is necessary. If a child is regularly sent home at lunch or placed on a part-time timetable which has not been fully agreed to, these absences may amount to unofficial exclusions.

**The Equality Act 2010** states that the school's governing bodies or proprietors must make reasonable adjustments to ensure that children and young people with disability are not put at a substantial disadvantage compared to other students. Therefore, some pupils may be exempt from the consequences of poor attendance due to their, but only if their poor attendance is support with medical evidence from medical practitioners.

## **Children and Families Act 2014**

The Children and Families Act 2014 includes a duty on schools to support children with medical conditions. This is inclusive of children with conditions such as diabetes. Schools must make arrangements for supporting pupils at schools with medical conditions and in meeting that duty they must have regard to the statutory guidance issued by the Secretary of State.

The statutory guidance, **Supporting pupils at school with medical conditions, is available to read on the Government website, Gov.uk.**

## **The Education Act 2002**

Sections 21 and 175 of the Education Act 2002 detail how governing bodies of maintained schools must support the wellbeing of students and take responsibility of safeguarding of children at the school. This included investigating poor attendance.

# **9. Roles and responsibilities**

## **9.1 Governance**

### **The Board of Trustees**

- is responsible for reviewing and ensuring the policy is **robustly** implemented.

### **The Local Governing Body:**

- is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the Headteacher to account for the implementation of this policy.

## **9.2 The Headteacher**

- The Headteacher is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to governors.
- The Headteacher also supports other staff in monitoring the attendance of individual pupils and issues fixed-penalty notices, where necessary.
- **The Headteacher is responsible for ensuring a rich and diverse curriculum that includes extracurricular activities.**
- **The Headteacher must ensure that strong relationships are built with all families, and that whole school staff listen to and understand the barriers to attendance and work with families to remove them.**
- **The Headteacher must ensure that all school staff are emotionally available to all pupils and parents.**

## **9.3 The attendance lead**

The attendance officer:

- Monitors attendance data at the school and individual pupil level.
- Reports concerns about attendance to the headteacher.
- Works with education welfare officers to tackle persistent absence.
- Arranges calls and meetings with parents to discuss attendance issues.
- Advises the Senior Leadership Team when pupil absence crosses thresholds that require action (see attached thresholds and letters to send to support attendance and provide information to parents).
- **To ensure that data is used to improve attendance for individual children, cohorts and classes that have barriers to attending school every day, on time learning ready.**
- **To continually reassess strategies to improve attendance and not use a 'one size fits all' approach.**

## **9.4 Class teacher's/Form tutors**

The class teacher is the glue that makes the strategy for high attendance sticks. They are responsible for a warm welcome to all pupils and family members, ensure that they provide an exciting curriculum that is rich in a sense of 'belonging'.

Class teachers are responsible for recording attendance daily, using the correct codes, and submitting this information to the school office.

### **9.5 Office staff**

Office staff are expected to take calls from parents about absence and record it on the school system.

### **9.6 Parents/Special Guardians**

Legally responsible for fulfilling their child's legal right to a full time Education.

Responsible for ensuring their child is in school, on time, every day, learning ready

Responsible for ensuring they have high expectation of their child and want them to succeed in their school career.

Ensure the school is informed of any issues that may be impacting on their child's attendance

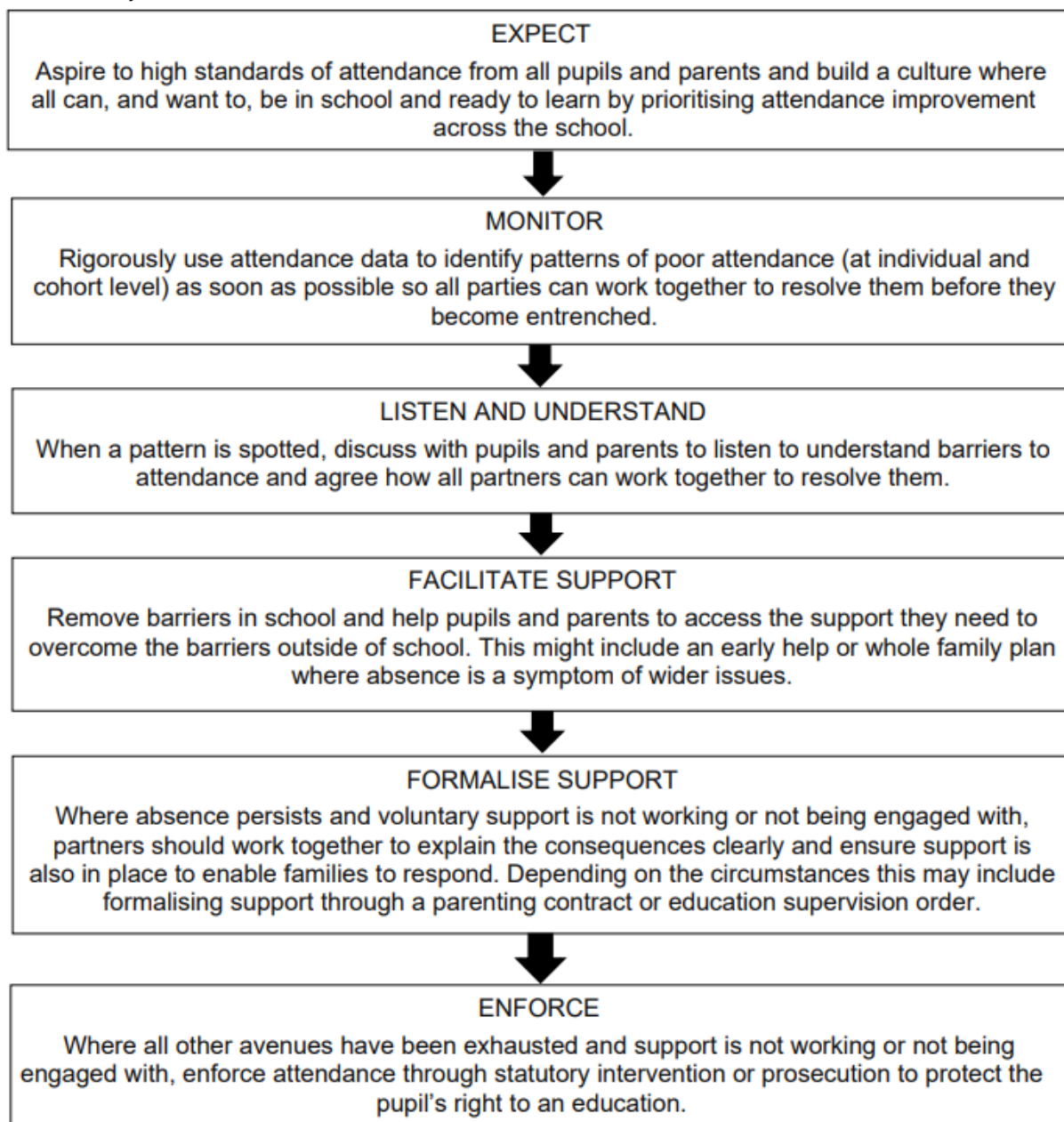
Ensure they work with agencies that are in place to support you and your family.

### **Support from other services**

#### **Working together to Improve Attendance**

Successfully treating the root causes of absence and removing barriers to attendance, at home and in school requires schools and local partners to work collaboratively with, not against families. All partners should work together.

Schools should work with the School nurse team, family workers, social workers, health visitors, the Education Welfare officer, CAMHs and other bespoke and specialist teams to support high school attendance.



## 10. Links with other policies

This policy is linked to our Child Protection and Safeguarding Policy, and Delayed/Deferred Admissions.

## 12. Review

This policy is reviewed annually and in line with changes to the law or DfE guidance.

## 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
<b>Authorised absence</b>		
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



<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 pupil is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and Traveller absence	Pupil from a Traveller community is travelling, as agreed with the school
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
<b>N</b>	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)
<b>O</b>	Unauthorised absence	School is not satisfied with reason for pupil's absence
<b>U</b>	Arrival after registration	Pupil arrived at school after the register closed

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>Y</b>	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
<b>Z</b>	Pupil not on admission register	Register set up but pupil has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

## Appendix 2

In line with our transition to living with COVID-19, the DfE no longer advises schools to record pupils who do not attend for reasons related to COVID-19 using Code X. Pupils with symptoms of COVID-19 are no longer advised to get a test, and most of the scenarios that this category was brought in to record no longer apply.

Where a pupil is not attending because they have symptoms of COVID-19 or have had a positive test schools should record this using Code I (illness) unless another more appropriate code applies. Schools no longer need to record pupils who do not attend for reasons related to COVID-19, using Code X.

### Appendix 3: Flexi Schooling guidance

Kernow Learning do not normally grant requests for Flexi Schooling.

In exceptional circumstances a decision may be made that flexi schooling best meets the educational needs of a pupil registered at KERNOW LEARNING. In these circumstances, the arrangement will be monitored on a fortnightly basis. Before flexi schooling will be agreed KERNOW LEARNING will need to be assured about the safeguarding and quality of the alternative provision. The following information should be provided as part of your request for flexi schooling.

1. Details of the proposed alternative provider
2. Letter of assurance that organisation adhere to Keeping Children Safe in Education
3. Copy of public liability insurance
4. Qualifications of Staff
5. DBS number of staff
6. Details of pupil ratio's
7. Lesson Plans
8. Confirmation of attendance
9. Safeguarding measures
10. Risk Assessment