

# **North West Academies Trust Attendance and Punctuality Policy**



**The Rudheath  
Senior Academy**

**This policy was approved by the Trustees on 29<sup>th</sup> September 2025**

***Nayland Southern* Chair of Trustees**

**Adopted by school on 1<sup>st</sup> September 2025**

**This policy will be reviewed Annually on or before September 2026 if there are any statutory or guidance changes to be considered.**

## Attendance & Punctuality Policy

### Introduction and Aim

Our school recognises the importance of good attendance and the impact it has on children's progress, attainment, enjoyment of learning and relationships within school. Good attendance helps a child to realise their potential and ensure they are motivated, confident and enjoy a diverse range of curricular opportunities and experiences. Our school policy and prospectus promote good attendance, which is recognised and rewarded as an achievement. The school monitors attendance and ensures quick and early intervention if a problem is identified. We recognise that whole school preventative and proactive approaches are key to promoting children wellbeing and attendance. A child must attend school every day that they are required to do so unless an exceptional circumstance applies.

Our policy is accessible to leaders, staff, pupils, and parents, and is published on our school website. It will be sent to Parents with any initial information when pupils join the school and reminded of it at the beginning of each school year and when it is updated. As the barriers to attendance evolve quickly, the policy should be reviewed and updated as necessary. In doing so, we will seek the views of pupils and parents. The Attendance & Punctuality Policy is based on the premise of equal opportunities for all.

### 1. Legislation

Regular and punctual attendance at school is a legal requirement. Regular attendance is essential to enable children to maximise their educational attainment, opportunities and further development.

- Section 7 of the Education Act 1996 states that "The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education either by regular attendance at school or otherwise".
- Section 444 (1) of the Education Act 1996 states that "if a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school his parent is guilty of an offence".
- Section 576 Education Act 1996 - Meaning of "parent"

For the purposes of Education Law, the definition of a 'parent' and who is responsible for ensuring regular attendance to school is:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person. This could be one parent, both parents and/or carer/s.

### 2. Registers

Registers provide the daily record of attendance of all pupils. They are legal documents and the register may be required in a court of law, for example as evidence in prosecutions for non-attendance in school.

'Education (Pupil Registration) (England) Regulations 2006' (section 6)

Schools must take the attendance register at the start of the first session of each school day, morning (a.m.) and once during the second session, afternoon (p.m.).

On each occasion they must record whether every pupil is:

- Present
- Attending an approved educational activity
- Absent
- Unable to attend due to exceptional circumstances.

The school should follow up any absences to:

- Ascertain the reason
- Ensure the proper safeguarding action is taken
- Identify whether the absence is approved or not; and,
- Identify the correct code to use before entering it on to the school's electronic register, or management information system as a priority and returned to the school office in a timely manner. This is used to download data to the School Census.
- Consider early identification, assessment, intervention and support processes that may need to be implemented.

The register should be marked using the codes as advised by the Department for Education (DfE) 'Working together to improve School Attendance Guidance' (for maintained schools, academies, independent schools and local authorities) [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#) (See appendix 3.)

### 3. Procedure

Children are expected to attend school regularly, unless there is good reason for absence.

There are two types of absence:

- Authorised (where the school approves a pupil absence)
- Unauthorised (where school will not approve the absence)

The school has a duty to safeguard all its pupils. If a child is absent, the parents/carers should inform the school on the **first day of absence** and each following day of absence, stating the reason.

**Parent/ carer should telephone 01606 42515 option 1 or email [attendance@rudheathsenioracademy.org.uk](mailto:attendance@rudheathsenioracademy.org.uk)**

The name and contact details of the senior leader responsible for the strategic approach to attendance in school is Mrs Karen Black.

The school office will make contact with home when a child is absent, and the parent/carers has not notified the school of the absence. If no contact can be achieved or the reason for absence is not accepted the absence will be unauthorised.

### 4. What can parents/carers do to help and working in partnership with Parents/ Carers?

Let the school know straight away why your child is absent. Home/school communication is extremely important in supporting your child to achieve and feel settled in school. Try to make any dental/GP appointments outside of school time.

It is important that school and parents / carers work together with a shared plan and outcomes when supporting a child / young person's attendance and wellbeing. If despite persistent attempts to work

with parents, there continues to be a lack of engagement, then legal procedures may be followed to secure engagement and school attendance.

As a school we recognise that building respectful relationships with families and working in collaboration is essential to ensuring the best outcomes for children / young people. We require all parents to actively support the work of the school, including promoting attendance and engagement. We are committed to ensuring that systems and processes are in place with regards to promoting attendance and would encourage parents to make contact if they have concerns about their child.

We will provide parents / carers with information about Emotionally Based School Non-attendance to discuss needs and strategies to support their child, as appropriate.

## **5. Absence Monitoring**

School robustly monitor and analyse attendance data to promptly identify and address possible concerns and allow for early interventions to support the child/family's underlying needs. This will include –

- Weekly attendance code analysis
- Specific cohort and group monitoring – particularly for vulnerable groups
- Monitoring of lesson attendance across all subjects
- 'Welcome back' meeting for all pupils that have been absent for 5 days – to check wellbeing and ensure there are no ongoing needs that will impact on attendance.
- The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The school's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.

## **6. Home visits**

The school may decide to conduct home visits. Home visits will usually be scheduled with the agreement of the parents, unless the visit is due to an emergency or immediate concern, e.g. an unauthorized absence with no contact from parents, an absence of 3 days or more or a safeguarding issue.

All home visits will require the authorisation of the headteacher. Home visits will only be authorized where they are deemed necessary. The headteacher or member of SLT in their absence, will be informed before a home visit with the necessary details, e.g. the expected time, location, people attending.

Home visits will take place during school hours wherever possible. Home visits outside of school hours will only be authorised if absolutely necessary and there is no reasonable alternative – in such cases, a responsible contact will be established to check on the welfare of staff conducting the visit.

Staff will carry an identity card which is shown upon arrival for a first visit at a home. If the pupil's parents are not present at the arranged time, staff will not enter the property and will wait no longer than fifteen minutes. If the pupil's parents do not arrive, the visit will be cancelled. Staff will not enter a pupil's home if they feel unsafe. If a visit is cancelled because of concerns over safety, the reason for cancelling the visit will be communicated to the headteacher and recorded on CPOMS.

After a home visit, any agreements made between an attendance officer and parents will be recorded and kept in the pupil's attendance record. Reminder letters will be sent to the pupil's parents if the pupil fails to adhere to the agreements made during the home visit. Continued failure to adhere to the agreement will result in a follow-up home visit.

## **7. Early Identification and Intervention: assess, plan, do and review**

Every pupil has a right to a full-time education and our school sets high attendance expectations for all pupils. Our school will consider the individual needs of pupils and their families who have specific barriers to attendance and will consider our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

For any child / child person who is absent from school it is essential to fully understand the reasons for this so that targeted, evidence-based interventions and support can be put into place. All staff have a part to play in promoting attendance. We recognise the importance of ensuring that key members of staff from across the school, including Form Tutors, attendance, pastoral and SEND staff work in collaboration to consider and identify the holistic needs of the child/young person and to overcome barriers to attendance. In accordance with the principles of early intervention, a graduated approach of assess, plan, do and review will be followed utilising a range of school-based resources, evidence-based interventions and seeking advice and support from external services at an appropriate stage, when needed.

Appropriate assessments will be important to help understand the underlying reasons that may be contributing to attendance difficulties. This may be an assessment that focuses on the individual child's needs such as an SDQ, SEND assessments and wellbeing assessments or may include the holistic needs of the family, such as a TAF assessment. Assessments will include the views of the child/young person as well as parents/carers and identify strengths (what is working well) and needs (what is working less well).

Assessments undertaken may identify that a child/young person is experiencing underlying emotional based needs that are contributing to non-attendance. Our school uses guidance developed by a local authority - Emotionally Based School Non-attendance: Good practice guidance for schools. This is a whole school framework with a graduated approach to support the early identification and intervention of children/young people who may struggle to cope in school/attend school.

Information from assessments will inform a SMART action plan with focussed targets developed in partnership with families, and other services as appropriate. For example, Early Help and Prevention and Social Care may have a part to play in the delivery of support and intervention to promote engagement and attendance. SMART plans should be personalised to effectively meet a child / young person's needs and improve attendance and wellbeing outcomes.

Regular reviews of support and attendance plans are essential to monitor the impact of interventions and to adjust these accordingly. If, despite targeted support and intervention, attendance and wellbeing concerns persist, we may seek further advice and support from external services including mental health services, specialist teaching and education services.

## **8. Medical Absence**

Absence due to illness should be reported to the school by phone or using the Arbor App on the first day of absence and any subsequent days. School will contact parents during the first day if no

satisfactory reason for absence has been received. The school will ask about the child's symptoms in order to record their absence accurately.

In the majority of cases, a parent's notification that their child is ill can be accepted without question or concern. Schools should not routinely request that parents provide medical evidence to support illness. Schools are advised not to request medical evidence unnecessarily as it places additional pressure on health professionals.

In instances of **long-term or repeated absences**, the school may seek medical evidence to assist in assessing whether the child requires additional support to help them to attend more regularly, and whether the illness is likely to prevent the child from attending for extended periods. If a parent proactively seeks out a note from a GP, it does not imply a need for absence unless this is explicit in their letter.

If a medical absence is likely to be ongoing or long term, then we will offer support in accordance with the school's policies and statutory guidance relating to Children with health needs.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>. As a school we need to plan how children can access Education and how and when the child will return to school. In accordance with the Equality Act 2010 the school must also demonstrate that reasonable adjustments are made to meet child's Educational Needs.

For children who have a medical condition and cannot attend school, the school will refer to the local authorities medical needs team.

- Cheshire West and Chester Council's Medical Needs Team. <https://www.cheshirewestandchester.gov.uk/documents/education-and-learning/medical-needs-service/medical-needs-policy-latest.pdf>
- Cheshire East Medical Needs Team. <https://www.cheshireeast.gov.uk/schools/school-attendance/education-of-children-and-young-people-with-medical-needs.aspx>
- Shropshire Bee-U team <https://next.shropshire.gov.uk/the-send-local-offer/emotional-wellbeing-and-mental-health/bee-u-learning-disability-team/>

Their policy states that referrals must come directly from the child's school and must be supported by medical evidence from one of the following health professionals:

- consultant paediatrician or adolescent psychiatrist
- consultant child psychiatrist
- hospital consultant

Supporting evidence from a General Practitioner alone cannot be accepted.

As from 19<sup>th</sup> August 2024 schools must make a sickness return to the Local Authority and provide the full name and address of all pupils who have been recorded with the code I (Illness) and who the school has reasonable grounds to believe they will miss 15 days consecutively or cumulatively because of sickness. This is to help the school and Local Authority to agree any provisions needed to ensure continuity of education of pupils who cannot attend because of health needs, in line with the statutory guidance on Education for Children with health needs:

<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

## 9. Lateness and Punctuality

At our school we will apply a robust day to day process to track and follow up on absence and poor punctuality. We will ensure registers are completed accurately and on time, twice per day, in

accordance with the timings set out below. This will indicate which pupils are absent from or are late for school.

- Our gates open at 8am and we expect pupils to be in their lineup with form tutors at 8.35am ready to start form at 8.40am. If your child is in school at this time, they will be marked as present. The school day starts at 8.40am.
- Registers close at 9.10am. Year 11 pupils enter the school through the Middlewich Road Main entrance until 8.40am after which time they must enter through the Shipbrook Road entrance. All other Year groups enter through the Shipbrook Road entrance regardless of the time of arrival.
- The pupil will need to sign in after 8.40am and they will be marked as late and will receive the **L code**.
- If your child arrives at school after the registers have closed at 9.10am they will be marked as late and will receive the **U code**. This is an unauthorised absence for that session.
- Afternoon registers will be taken at 12.10pm.

In accordance with the 'Education (Pupil Registration) (England) Regulations 2006', if your child arrives after the registers close, they will receive a mark, code U, that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Fixed Penalty Notice or other legal action if the problem persists.

Children who are consistently late for school are disrupting not only their own education, but also that of other children. Where persistent lateness gives cause for concern, you will be invited to a meeting to resolve the issues. If there is no improvement following this meeting, further action will be taken which may include referral to external agencies.

You may approach the school at any time for support and advice if you are having difficulty getting your child to school on time or maintaining regular attendance.

## **10. Unauthorised Absence and Fixed Penalty Notice**

An absence may be coded as 'unauthorised' if:

- i. no reason for absence has been given
- ii. medical evidence is not received when requested
- iii. a request for a leave of absence has been unauthorised
- iv. a pupil arrives at school after registration has closed at 9.15am

Parents/carers should be aware that our school may contact the Local Authority if a pupil has 10 or more unauthorised absences in the current term with a view to issuing a Fixed Penalty Notice or other legal action.

The first penalty notice issued to the parent for that pupil will be charged at £160 if paid within 28 days reducing to £80 if paid within 21 days. Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first notice, the second notice is charged at a flat rate of £160 if paid within 28 days. A third penalty notice must not be issued within a 3 year period. Therefore, in cases where the threshold is met for a third (or subsequent) times within those 3 years, a penalty notice cannot be issued and alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions. (*see appendix 1 for CW&C Code of Conduct*).

## **11. Promoting and Incentivising Attendance (Rewards and Incentives)**

At our school, rewards, incentives and competitions play an important part when working to improve attendance. **The most effective schools consistently promote the benefits of good attendance.** Rewards and incentives should be devised with the Childrens and families' views at the heart. This will mean that our incentives and rewards are purposeful and meaningful. At our school the School Council will play an important part in this to ensure that we improve attendance in the most effective way. **Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture.**

**At our school we understand that some pupils find it harder than others to attend school.**

Therefore, it is important that attendance is recognised, celebrated and held in high regard, no matter how small the improvements might be. Improved attendance or improved punctuality should be recognised and praised, not just 'perfect' attendance. Every child has the right to feel they can achieve and be successful, so any reward/incentive system must be inclusive of those with children with additional needs. It is important that pupils see the attendance incentives and competitions as a team effort and not to blame individuals. At our school pupils will be taught about the positive link between attendance and high achievement through assemblies and dedicated PSHE sessions.

Attendance information should be readily available for both children and parents. At our school we will share attendance information in the form of display boards, website, assemblies and information being sent home. Barriers affecting attendance in our school will be explored, taking both the children and parents views into account, so that every staff member is clear about how they can help to improve attendance and/or punctuality. This will be reflected in our rewards and incentives and time will be dedicated to such barriers in order to try to remove them. Late Gates and '100 Club' are examples of how we might do this. At our school we will recognise and celebrate attendance on a weekly basis allowing all families the opportunity to achieve and feel successful - a new week, a new start!

Consequences might be used alongside our rewards and incentives.

We are proud to be a Trauma Informed school, and as such, all pupils will be welcomed back to school by their form tutor and reasons for their lateness or absence will be explored sensitively with barriers established and the necessary support provided. At our school we recognise that some pupils will require their own individual reward systems.

## **12. Application for Exceptional Circumstances**

As of 19<sup>th</sup> August 2024, the law ceases to include a leave of absence for a family holiday. A leave of absence should not be granted unless there are exceptional circumstances. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance. Head Teachers are only empowered to approve a leave of absence when it is requested in advance by the parent or carer with whom the child resides and when circumstances of the requested leave are 'exceptional'. All requests should be made by completing a 'leave of absence request form' available on the school website. This form should be received by the school at least 2 weeks before the leave of absence.

The Head Teacher and the Governing Body will determine what constitutes an exceptional circumstance on an individual basis. If parents/carers need to request Exceptional Leave of Absence, they must complete an 'Exceptional Leave of Absence' form available from the school office. It should be noted that if any application is declined and absence occurs of a consecutive 5 or more unauthorised days, then school may apply to the Local Authority for a Fixed Penalty Notice to be

issued to each parent/carer.

The following will not be deemed to be exceptional circumstances:

- Family holiday
- Availability of less expensive holiday
- Availability of holiday accommodation
- Parent/carer's working commitments
- Holiday pre-booked by another family member

A child's absence during term time seriously disrupts their continuity of learning. Not only do they miss the teaching on the days they are away but are less prepared for the lessons building on that teaching when they return to school. There is a consequent risk of under-achievement, which we must seek to avoid.

The Governing Body is responsible for ensuring any attendance issues are dealt with in line with school policy.

### **13. Religious Observance**

We recognise that some pupils may need to participate in days of religious observance.

Where a day of religious observance

- a. falls during school time and
- b. has been exclusively set apart for religious observance by the religious body to which the pupil belongs. Only these days can be authorised for this reason.

We ask that parents/carers notify our school in writing at least 2 weeks in advance where absence is necessary due to a religious observance.

### **14. Enforced School Closure**

If the school was forced to close for a period of time, we have the facility to operate an online virtual school. The expectation is children will still engage with ALL activities when work is set. Procedures for online learning will be sent to parents as and when required.

### **15. Impact**

All pupils will achieve well by developing knowledge and skills on their journey through school. Due to robust monitoring of attendance, all pupils, including vulnerable children and children with special educational needs and disabilities (SEND), will have fair and equitable access to school in order to achieve the best possible outcomes. Pupils will leave *our school* ready for a successful transition to their secondary education or in the case of our secondary school within the Trust, further education or employment.

### **16. Staff Responsibilities for Attendance**

Improving attendance is a shared responsibility across the school. All staff contribute to creating a culture where excellent attendance is expected, supported, and celebrated. The following groups hold specific responsibilities within a staged approach to ensure early intervention, consistent monitoring, and effective support for students and families.

#### **Senior Leadership Team (SLT)**

SLT provides strategic oversight and ensures that attendance remains a whole-school priority.

#### **Responsibilities include:**

- Setting attendance targets and monitoring whole-school trends.
- Ensuring systems, staffing, and resources are in place to support strong attendance.
- Holding staff accountable for fulfilling their attendance duties.
- Leading on complex or escalated cases where persistent absence continues despite earlier interventions.
- Initiating attendance rewards.

#### **Staged approach:**

1. **Strategic Monitoring** – Review weekly attendance data and identify emerging concerns.
2. **Quality Assurance** – Evaluate the effectiveness of pastoral and attendance interventions.
3. **Escalation** – Meet with families where attendance remains a serious concern and legal processes may be required.

#### **Heads of Year (HoY)**

Heads of Year lead on attendance within their year groups and ensure consistent follow-up. **Responsibilities include:**

- Monitoring attendance patterns and identifying students at risk of persistent absence.
- Coordinating pastoral interventions and liaising with form tutors and pastoral managers.
- Communicating with parents/carers regarding attendance concerns.

#### **Staged approach:**

1. **Early Identification** – Review daily and weekly attendance reports.
2. **Targeted Intervention** – Arrange meetings with students and parents to set attendance goals.
3. **Escalation to SLT/Attendance Team** – Refer cases where attendance does not improve.

#### **Pastoral Managers**

Pastoral managers provide day-to-day support to remove barriers to attendance. **Responsibilities include:**

- Conducting welfare checks and home visits where appropriate.
- Supporting students with pastoral or wellbeing needs that impact attendance.
- Working with external agencies when additional support is required.

#### **Staged approach:**

1. **Initial Support** – Meet with students to identify barriers and agree support strategies.
2. **Home Engagement** – Contact or visit families to reinforce expectations and offer help.
3. **Multi-Agency Coordination** – Work with external services if attendance concerns persist.

#### **Attendance Team**

The attendance team ensures accurate recording, monitoring, and follow-up of attendance. **Responsibilities include:**

- Maintaining accurate registers and daily attendance records.
- Conducting firstday calling and following up unexplained absences.
- Conducting welfare checks and home visits where appropriate.
- Holding meetings with parents and pupils to provide support around attendance concerns.
- Providing data and reports to staff to support intervention.
- Coordinating formal attendance processes, including letters, meetings, and legal pathways.

**Staged approach:**

1. **Daily Monitoring** – First-day absence calls and register checks.
2. **Formal Notification** – Issue attendance concern letters and invite parents to meetings.
3. **Legal Intervention** – Initiate statutory processes where required.

**Form Tutors**

Form tutors play a key role in promoting attendance through daily contact with students. **Responsibilities include:**

- Taking accurate registers and challenging lateness or absence.
- Building positive relationships that encourage regular attendance.
- Discussing attendance concerns with students and signposting issues to Heads of Year.

**Staged approach:**

1. **Daily Oversight** – Ensure registers are accurate and punctuality is monitored.
2. **Early Conversation** – Speak with students whose attendance begins to decline.
3. **Referral** – Pass concerns to Heads of Year for targeted intervention.

## Appendix 1

### **Code of Conduct for Education Fixed Penalty Notice (Unauthorised Leave of Absence & Irregular Attendance)**

1. A Fixed Penalty Notice (FPN) can only be issued in cases of unauthorised absence.
2. The first penalty notice issued to the parent for that pupil will be charged at £160 if paid within 28 days reducing to £80 if paid within 21 days.
3. Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first notice, the second notice is charged at a flat rate of £160 if paid within 28 days.
4. A third penalty notice must not be issued within a 3 year period. Therefore, in cases where the threshold is met for a third (or subsequent) times within those 3 years, a penalty notice cannot be issued and alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.
5. A FPN may be issued per parent per child.
6. Penalty Notices may be considered appropriate if:
  - Unauthorised absences of at least 10 consecutive school sessions (five school days).
  - Sessions either side of a weekend or school holiday will be counted as consecutive school days.
  - For poorly attending learners, at least 10 sessions (five school days) lost due to unauthorised absence during a school term. These do not need to be consecutive.
  - For poorly attending learners, persistent late arrive at school in a term. Persistent means at least 10 sessions of late arrival.
  - The presence of an excluded child in a public place in the child's first five days of exclusion *(N.B. points 2 to 4 do not apply where a FPN is issued for an excluded pupil in a public place.)*
7. The school must notify parents of the Attendance Policy and clearly state that parents may receive an FPN for an unauthorised leave of absence relating to holiday in term time.
8. Schools and the Education Welfare Services will take into account any exceptional circumstances when determining whether to issue a FPN.

## Appendix 2

### What does 'percentage attendance' mean?

Parents/carers should be advised that from September 2015 the Government have categorised those pupils who have attendance of 90% and below as 'Persistent Absence' pupils (P.A.). Our school will be specifically targeting this cohort of pupils, in an effort to improve their attendance in the future. The table below shows the learning time lost against percentage attendance figures.

| Attendance during one school year | Equivalent Days | Equivalent Sessions | Equivalent Weeks | Equivalent Lessons Missed |
|-----------------------------------|-----------------|---------------------|------------------|---------------------------|
| 95%                               | 9 Days          | 18 Sessions         | 1.4 Weeks        | 45 Lessons                |
| 90%                               | 19 Days         | 38 Sessions         | 3.4 Weeks        | 95 Lessons                |
| 85%                               | 29 Days         | 58 Sessions         | 5.4 Weeks        | 145 Lessons               |
| 80%                               | 36 Days         | 72 Sessions         | 7.1 Weeks        | 180 Lessons               |
| 75%                               | 48 Days         | 96 Sessions         | 9.3 Weeks        | 240 Lessons               |