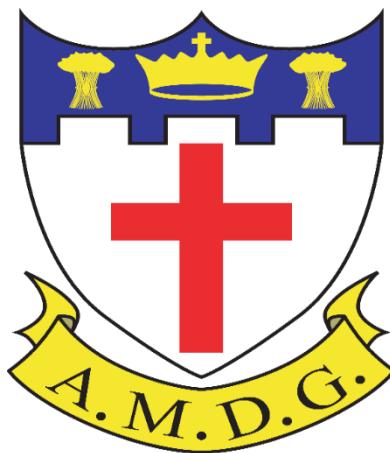


Blessed Edward Oldcorne Catholic College Attendance policy



**Approved by: Full
Governing Body**

Date: January 2026

**Last reviewed on:
January 2026**

**Next review due by:
January 2027**

At Blessed Edward Oldcorne Catholic College everything that we do is 'For the Greater Glory of God', therefore our core purpose is to develop virtuous young people of good character.

Students will leave our college with the capacity to fulfil their vocation and play their part in building a better world. Our ambition is to share the joy of learning with our students and guide and challenge them to love and seek the Truth.

We recognise that knowledge has the power to transform us and that it is the birthright of all our students irrespective of their starting point or background. At our college students will know that they are loved.

At Blessed Edward Oldcorne Catholic College we believe that every student should strive for excellent attendance and punctuality to make the most of the opportunities that we have to offer. We believe that **excellent attendance is vitally important for successful learning. Excellent attendance and punctuality also** develop key life skills which are essential for success in the world of work

Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on [Working together to improve school attendance](#) from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- 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
- 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

1. Prioritising Disadvantaged Students and vulnerable groups

At Blessed Edward Oldcorne Catholic College, we recognise that disadvantaged students and other vulnerable groups may face additional barriers to attendance. We therefore target attendance resources at Persistent (PA) and severe absentees (SA) as statistically, disadvantaged students are likely to be part of this attendance group. Key leaders are committed to early identification and intensive support for:

- Disadvantaged students (those eligible for Pupil Premium)
- Students with SEND, including those with an EHCP
- Students who are known (or previously known) to Children's social care, including looked-after and previously looked-after children.
- Young careers
- Students experiencing mental health challenges
- Students at key transition points
- Students in exam years
- Students experiencing poverty-related barriers

The aim is that early identification and intervention will help prevent severe absenteeism and children going missing from education.

Our commitment to disadvantaged students includes:

- Early intervention: Disadvantaged students who are at risk of PA will be prioritised for contact and support ahead of the PA threshold.
- Priority home visits: Home visits for disadvantaged students will be conducted as a matter of priority.
- Dedicated support: Our Disadvantaged Family Support Officer will work with disadvantaged families to identify and remove barriers to attendance.
- Resources allocation: we will ensure disadvantaged students have priority access to breakfast, uniform support, equipment loans, parents evening appointments, discounted school trips and other practical support that removes barriers to school.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) 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 School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/uksi/2006/1751/contents> [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

<https://www.legislation.gov.uk/uksi/2013/757/regulation/2/made> It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Ofsted's 2025 framework toolkit](#)

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, 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

3.2 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 penalty notices, where necessary, and/or authorising the [deputy headteacher/assistant headteacher] to be able to do so
- Working with the parents/carers 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/carers through all available channels
- Sharing information from the school register with the local authority, including:
- Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
- Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
- Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- 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/carers 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

The designated senior leader responsible for attendance is Aimée Wright and can be contacted via [01905 352615](tel:01905352615) OR via email: awright@blessededward.co.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher/[deputy headteacher/assistant headteacher] (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Abbie Higgins and can be contacted via [01905 352615](tel:01905352615) OR ahiggins@blessededward.co.uk

3.5 Class teachers/form tutors

Form tutors are responsible for recording attendance for both morning and afternoon sessions daily, using the correct codes (see Appendix 1), and submitting this information on Synergy. Class teachers are responsible for recording attendance in their lessons daily using the correct codes and submitting this information on Synergy. Synergy is the platform used within school that writes back to SIMS.

It is the responsibility of all teachers to play a role in attendance. These responsibilities are laid out in our Attendance toolkit under our tiered response to attendance (Appendix 2).

If a student is not present in their timetabled lesson, it is the responsibility of the adult who is accompanying the child to ensure that the register has been taken accurately, and the classroom teacher is aware of their location.

3.6 School support staff

School support staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system (Synergy) where necessary to support our Attendance Officer
- Transfer calls from parents/carers to the; Attendance, SEND or Pastoral Team where appropriate, to provide them with more detailed support on attendance.

3.7 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 to partake in their timetabled lessons on time
- Call the school to report their child's absence no later than 8:15am 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
- Keep to any attendance contracts that they make with the school and/or local authority (Appendix 3)

- Seek support, where necessary, for maintaining good attendance, by contacting The Attendance Team, the relevant Head of Year or family liaison officer who can be contacted via the main school telephone line - [01905 352615](tel:01905352615)

Sometimes students can be reluctant to attend school. We encourage parents and students to be open and honest with us about the reasons for a student's absence. If a child is reluctant to attend, it is never better to cover up their absence or for a parent to give in to pressure to let the child stay at home. This can give the impression to the child that attendance does not matter and can make the situation worse. As a school, we need to understand the reasons why a student is reluctant to attend to enable us to support them in the best way.

When we have concerns about the attendance of a student, we will always do our best to make parents aware of the concerns about their child's attendance. However, if parents do not make use of the support offered and their child's attendance does not show signs of improvement, this may result in legal sanctions.

It is the responsibility of all parents to play a role in attendance. These responsibilities are laid out in our Attendance toolkit under our tiered response to attendance (Appendix 2).

3.8 Students

Students are expected to:

- Attend school every day, on time
- Attend every timetabled session, on time

It is the responsibility of all students to play a role in attendance. These responsibilities are laid out in our Attendance toolkit under our tiered response to attendance (Appendix 2).

4. Recording attendance

4.1 Attendance register

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

We will take our AM attendance register at the start of the first session of each school day which is form time from 8.50am until 9.15am and once during each lesson thereafter. Our PM registration is during lesson 5 which starts at 2.15pm. It will be marked, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every student is:

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The initials 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 student is attending an approved educational activity
- The nature of circumstances, where a student is unable to attend due to exceptional circumstances

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

The school day starts at 8.50am and ends at 3.20pm.

Pupils must arrive in school by 8.45am on each school day in preparation for the 8.50am start.

The register for the AM session will be taken at 8.50am and will be kept open until 9.20am. After 9.20am students will receive a U code for this session. The register for the PM session will be taken at 2.15pm and will be kept open until 2.45pm.

We have many students who use a school bus as a mode of transport. If students arrive on a school bus after 9.20am they will be marked as 'L' with no further actions or consequences. For this reason, we ask that students who arrive on a late bus after this time, go straight to pupil reception to be registered, so that this is accurately recorded.

4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence no later than 8.15am or as soon as practically possible, by calling our Attendance Officer, who can be contacted via 01905 352615 and pressing option 1 for our Attendance Officer. Our Attendance Officer's extension number is 209. Parents can use the Synergy app to report an absence, being aware that we may call for further information for some individual cases.

We will mark a student as absent due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity or length of the illness or the lack of engagement with support that has been offered by The Attendance/ Pastoral team.

Where the absence is prolonged, 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.

Home visits may also be conducted at the named address to have 'eyes on students' who have not been in school for some time so that a welfare check maybe carried out.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised. This is at the Headteachers discretion.

If a student needs to be sent home during the school day due to illness or injury, this will be agreed with an appropriately authorised member of school staff, not with the student. In such circumstances, the student must be collected from school by a parent or other authorised adult and signed out via Pupil Reception. Only in exceptional circumstances would we allow the student to go home alone, if they lived within very close proximity with parental consent.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised if the pupil's parent notifies the school in advance of the appointment. Parents should contact our Attendance Officer to communicate details about pick up and drop off times outside of normal school hours. Our Attendance Officer will notify Pupil Reception and class teachers as to allow the student to sign in/out as needed via Pupil Reception.

However, we strongly encourage parents to make medical and dental appointments outside of school hours. Where this is not possible, the student should be out of school for the minimum amount of time necessary, this would mean attending school both before and after the appointment when permissible.

The student'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.

4.4 Lateness and punctuality

A student who arrives late:

- Before the register has closed at 9.15am will be marked as late, using the appropriate code; L. Those who arrive late due to a school bus issue (S1/ S2/ S3/ S4/ S5/ S6) will not be marked a an L Code.
- After the register has closed (after 9.15am) will be marked as absent, using the appropriate code; U

Students who are late before the register closes for no valid reason, and with no communication from parents will receive an automatic late detention at break time on the same day they were late. This will be escalated to a lunch time detention followed by an after school if students do not attend the previous sanction.

Students who are significantly late after the register closes, for no valid reason, will receive an after-school detention.

Students who are continually late for no reason will be referred to their Head of Year who may put in supportive measures or consequences depending on circumstances.

4.5 Following up unexplained absence

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

- Message the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If we do not have a response we will call each contact for the student. If the school cannot reach any of the student's emergency contacts, the school may conduct a home visit if they have concerns or engage with the police to conduct a welfare check on the home.
- 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 student was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving other appropriate professionals and carrying out welfare checks on the home
- Where relevant, report the unexplained absence to the student's youth worker/ youth offending team officer
- Where appropriate, offer support to the student and/or their parents to discuss attendance
- Identify whether the student 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

4.6 Reporting to parents

The school will share students' attendance and absence information with parents (see definition of 'parent', as used in this policy, in section 3.7 above) via the Synergy app which is updated daily and available to view. Student attendance information is also available via Pupil Progress reports which are shared with parents 3 times a year.

Where a student's attendance falls below 93% for whatever reason, our school may contact parents to highlight this, unless there is good reason not to do so. Contact could be made using; Synergy, a phone call, letter, email or in person meeting request.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow students to be absent from the school site for exceptional circumstances. The headteacher will only grant a **leave of absence** to a student 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 for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances (to be determined by the headteacher)

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

We define 'exceptional circumstances' as individual to each student.

A leave of absence will not be granted for a student 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.

The school considers each application for term-time absence individually, considering 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 6 weeks before the absence, and in accordance with any leave of absence request form, accessible via our website or school office. The headteacher may require evidence to support any request for leave of absence.

5.2 Other reasons for authorised absence

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

- Illness (including mental-health illness, whereby we may ask for evidence) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – our school acknowledges the multi faith nature of our community and recognises that on some occasions, religious festivals may fall outside of school holidays or weekends. Where the day is exclusively set apart for religious observance by the religious body to which the student and or parent(s) belong(s), in accordance with the law, we will authorise one day's absence. 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. A pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision.
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

Other reasons the school may allow a student 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 student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student 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

If a student fails to return to school following an authorised leave of absence, the school will make reasonable efforts to contact the parents or guardians to ascertain the reason for the absence and the student's whereabouts. If the student remains absent for a continuous period of 20 school days without good reason and the school and local authority have made reasonable enquiries to locate the student without success, the student may be removed from the school roll. This action will be taken in accordance with the Education (Pupil Registration) (England) Regulations 2006, Regulation 8, which outlines the prescribed grounds for removal from the roll

The school will notify the local authority prior to removing the student from the roll to ensure that all statutory requirements are met and to safeguard the student's educational welfare

6. Strategies for promoting attendance

6.1 Levels of intervention through our universal attendance offer and early help

We want our pupils to succeed and develop their skills and talents for the 'Greater Glory of God'. To do this, pupils need in school as much as possible so as not to miss out on lessons and opportunities in our College. As a school, we want to reward high attendance and not just penalise pupils for poor attendance. We have different levels of response dependant upon a child's attendance, each person within the college has a part to play

- Wave one – Form tutors, parents and The Attendance Team
- Wave two – Heads of year / SEND Team / Safeguarding Team
- Wave three – Home Liaison Officer/s
- Wave four – SLT / The Beacon

It is the responsibility of all in our College to play a role in attendance. These responsibilities are laid out in our Attendance toolkit under our tiered response to attendance (Appendix 2).

6.2 Rewards

Our aim to create a culture of attendance that relies on establishing an environment where it is abnormal to miss school. This includes rewarding and promoting attendance across the College to highlight the importance of attendance and punctuality as our belief is that 'everyday counts'; this is underpinned by our 'miss school, miss out' ethos. All of our attendance initiatives aim to be as inclusive as possible and take into account improved attendance, those with medical and SEND needs as well as those students who are absent due to factors beyond their control.

Below are some examples for rewards:

- All staff reward good attendance and punctuality daily through praise, encouragement and 'belonging conversations'
- Weekly assemblies promoting attendance, this can be for both individual and form groups
- Our Attendance Officer will use Attend+ to send texts/ communications home to specific students who have improved their attendance or to those students who have maintained good attendance.
- Termly – students with 100% attendance are awarded using the colleges reward system
- Yearly – students with a dictated percentage attendance are often invited on a reward trip assuming their behaviour and conduct are good too
- Students who have previously had poor attendance/punctuality and make significant improvements following intervention will be acknowledged accordingly
- Attendance competitions may take place throughout the year to encourage students to be in school so as not to 'miss out' on prizes to be won
- There is a culture of attendance where the form teacher regularly talks about attendance, shares attendance data with their form and celebrates success.

7. Supporting pupils with poor attendance

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

7.1 Attendance contract

We may use attendance contracts as a form of attendance support. (appendix 3)

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Notice to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the college may offer a notice to improve to give parents a final chance to engage with support, this is referred to as a 'low letter', highlighting to parents and or guardians the low attendance of their child.

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

7.3 Penalty notice

The headteacher (or someone authorised by them i.e the attendance champion), 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 be in line with local authority guidance and a copy of any penalty notice issued will also be sent to the local authority.

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 student
- Whether other avenues to support the family and improve attendance have not been successful
- 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

Each parent who is liable for the student'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.

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 student must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

Our school approach for students with complex barriers to attendance is primarily to work with families and put strategies in place for removing as many barriers as possible as soon as possible. We will always be as flexible as we can to remove barriers. When students have complex barriers that are a cause of their poor attendance our SEND team, Safeguarding Team, Pastoral Team or Home Liaison Officer will work closely with the student and family.

If we are unable to work in partnership with parents to overcome any barrier preventing regular attendance, we may refer a case to the Local Authority for legal sanctions. We will show all steps we have taken to support parents and students. This will be evidenced via data from our records and will be shared with the Local Authority.

8.2 Students absent with SEND

Where a student has an education health and care plan (EHCP) and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

The school will work with all necessary agencies to assist the student with their attendance to remove as many barriers as possible as soon as possible.

8.3 Pupils absent due to other barriers to attendance

All members of our college have a role to play in attendance; this includes creating a positive culture of attendance as well as breaking down potential barriers that students may have to attending school in order to build a sense of belonging for students to want to be in school. Members of the College will make reasonable adjustments and/or interventions in a timely and appropriate manner:

- Being disadvantaged – Our Disadvantaged Family support officer has a specific role to build relationships with our disadvantaged students and families, to be their advocate in school and make well-chosen and necessary adjustments to include but not limited to pupils lessons and timetables, conducting home visits and gathering pupil voice.
- Being known (or previously known) to children's social care – Our LAC team provides mentoring for P/LAC students in school, enabling staff to make targeted interventions to suit the needs of the students, often based around Trauma informed practices.

8.4 Pupils returning to school after a lengthy or unavoidable period of absence

When a student has returned to school after a longer period of absence, we may suggest a range of strategies such as; returning part time, working with one of our Pastoral or Attendance Team members or spending time with one of our Lead Learning Mentors. Students may also have a meeting with our careers team to offer information, advice and guidance on post 16 options. All of these are supportive strategies to help a student reintegrate back into school smoothly.

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) monthly, half-termly, termly, and yearly across the school and at an individual student, year group and cohort level. There are weekly meetings with the Attendance Champion and Attendance Officer. There are regular meeting with the Headteacher, DSL and Attendance Officer. Heads of Year meet with the Attendance Officer a minimum of twice a half term.

Blessed Edwards has granted the DfE access to its management information system so the data can be accessed regularly and securely. Specific student 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.

As a school we benchmark 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.

We also track our vulnerable student groups and gaps between their attendance and their peers.

9.2 Analysing attendance

The school will:

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

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups, or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- 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 student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

9.4 Reducing persistent and severe absence

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

The school 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.
- Hold regular meetings with the parents of students 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
- Often refer students to work more closely with our Home Liaison Officer or another member of the; SEND, Pastoral or Attendance Teams.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7 above)

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by Aimée Wright, Assistant Headteacher.

11. Links with other policies, procedures, and documents

This policy links to the following policies, procedures, and documents:

- Child protection and safeguarding policy
- Behaviour policy
- EHE procedure
- Managed move policy
- SEND policy
- Alternative Provision Policy
- Home Visit Policy
- Supporting students with health needs who cannot attend school

- Supporting students with medical conditions

Conclusion

This policy highlights the importance of attendance and punctuality for all our students at Blessed Edward Oldcorne Catholic College. We consistently use a whole school approach to support and encourage all students to attend every day to ensure that to 'miss school is to miss out'. We operate an open-door policy and will always address individual needs to the best of our ability. In return we expect the support of parents and students in achieving the best possible attendance.

Appendix 1: attendance codes

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

| Code | Definition | Scenario |
|--|---|--|
| I | 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 is not 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: Attendance Toolkit

| Tier | Role of the Teachers/school | Role of the children | Role of Parents and Home | Role of External Agencies/ SLT/ Attendance team |
|------|--|---|--|---|
| 1 | <ul style="list-style-type: none"> • Meet and greet children • Having clear, safe and well established routines • Taking the register in a timely manner • Create positive classroom environments • Implement the Blessed's Teacher Toolkit • Build positive relationships with all students • Recognise individual and collective achievements • Promote attendance and spot early warning signs • Monitor and communicate daily attendance and punctuality using 'Attend' • Foster a sense of belonging through the House system and belonging conversations | <ul style="list-style-type: none"> • Attend school regularly and be punctual • Engage actively in classroom activities • Participate in school life by volunteering for activities • Support other students in and out of the classroom • Recognise the achievements of others • Share when you have a concern with someone at school or home | <ul style="list-style-type: none"> • Ensure that children attend school regularly and on time • Communicate timely with the school Attendance Team regarding absence • Give clear and precise details for any absence to the Attendance team • Communicate with school about any concerns that maybe barriers to attendance • Recognise achievements and school communication view Synergy • To wherever possible, book appointments outside of school hours/ attend school around appoints if possible. | <ul style="list-style-type: none"> • Provide resources and training to teachers via the Attendance Toolkit, belonging scripts and 'Attend' • Train staff on how the Blessed's Teacher toolkit can be effective attendance strategies • Collaborate with schools and WCC on attendance initiatives • Support an inclusive, universal approach to attendance • Communicate with all relevant stakeholders • To conduct home visits for 3 or more day absentees, prioritising disadvantaged students |
| 2 | <ul style="list-style-type: none"> • Meet at greet students: 'Welcome back, what have you missed'? • Provide opportunities via Seneca for students to catch up on work missed • Form tutors / pastoral staff make regular check-ins with students and families. • Form tutors to use data to target students for belonging conversations to build relationships to foster 'belonging' • Use data to flag students trending | <ul style="list-style-type: none"> • To know how many school days have been missed and know strategies to improve this • To catch up on work missed as a result of absence • To engage with strategies put in place to overcome barriers to education –SMART targets • To actively engage in wider aspects of school life outside of the classroom • To recognise that not being in school means missing out | <ul style="list-style-type: none"> • To know how many days of attendance and the number of lessons missed of students to recognise lost learning. • Engage with attendance meetings with the school to support student attendance • To liaise with the school to co-create solutions to overcome barriers to education • To ensure that there is limited lost learning due to appointments and other commitments | <ul style="list-style-type: none"> • To put into place interventions for students at risk of PA • To collaborate with parents on potential barriers to education • Create short-term attendance action plans with SMART goals. • To closely monitor the students at risk of PA and prioritise PA/ SA students with contact home or home visits. • Liase with wider school (such as SENDCO) to find |

| | | | | |
|----------|--|---|---|--|
| | <p>toward persistent absence.</p> <ul style="list-style-type: none"> Pass on any concerns to the Attendance and Pastoral Teams via student monitoring forms Highlight missed work/lessons | <p>because every school day counts</p> <ul style="list-style-type: none"> To understand the connection between careers and education through CIAG. | | <p>potential barriers to attendance.</p> |
| 3 | <ul style="list-style-type: none"> Take an active role with the multi-agency effort when needed Continuously assess and adapt strategies to suit the needs of students Recognise achievements of students Conduct regular home visits/ contact with home to maintain contact and offer support. Provide support for students with lost learning so that they can access the full curriculum | <ul style="list-style-type: none"> Actively engage with intensive interventions and support offered by the College Recognise personal achievements Share concerns with staff, your Trusted Adult or a member of the safeguarding team Continue to engage in school life as much as possible See the value of education and how that links to future plans such as careers by meeting with the careers team at school | <ul style="list-style-type: none"> Collaborate closely with the school on creating and implementing highly specialised interventions To support reasonable adjustments made such as alternative provision or reduced timetables. Continue to communicate openly and honestly with the school about any barriers to attending Take an active role in the multi-agency effort | <ul style="list-style-type: none"> Offer specialised assessments and services for students with complex needs with SA Provide intensive training and consultation with WCC Take part in the multi-agency effort with the school and other external partners Offer a tailored approach to attendance and mental health needs through WEST, Beacon House or Sanctuary 2 Use phased returns, reduced timetables, or alternative provision where appropriate. |

Appendix 3: Attendance contracts (specimen)

Attendance contracts are used where a pupil's attendance becomes a cause for concern. An attendance contract is a formal written agreement between a pupil, parent and school to address irregular attendance. Contracts are not legally binding but do allow a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate.

An attendance contract is not a punitive tool. It is intended to provide support and offer an alternative to prosecution. Parents cannot be compelled to enter an attendance contract, and they cannot be agreed in a parent's absence.

We will consider the use of an attendance contract as part of a support-first response to a pupil's poor attendance when more informal efforts to improve attendance have not worked. Parents will be invited to attend a meeting to create the contract in writing and will be offered an opportunity to rearrange.

ACO1 – ATTENDANCE CONTRACT MEETING INFORMATION

| | |
|-----------------|--|
| Date of meeting | |
| Venue | |
| Attendees | |

ACO2 – PUPIL INFORMATION

| Date of meeting | Name | DOB | Year |
|-----------------|-------------|---------------|-------------|
| Address | | | |
| Attendance | %: Days: | Unauthorised: | Authorised: |

ACO3 – BARRIERS, NEEDS, REQUIRED SUPPORT

Consider barriers, needs and challenges in the context of the areas below:

| School, learning, SEND | Health and wellbeing | Peer groups/ social | Family circumstances | Community |
|---|-------------------------|------------------------|-------------------------|-----------|
| What are the barriers to attendance According to the following; | Parent: | | | |
| | Child: | | | |
| | School: | | | |
| What support has been tried but is no longer in place, why? | | | | |

ACO3 – BARRIERS, NEEDS, REQUIRED SUPPORT

What support is currently in place and is it working?

ACO4 – AGREED ACTIONS

| Identified need or barrier | Identified action and who is it for |
|----------------------------|-------------------------------------|
| | |
| | |
| | |

ACO5 – AGREEMENT OF CONTRACT AND SIGNING

By signing the contract, you are stating that you understand and agree that the information it records is accurate and that you agree to fully support the identified actions. This contract should be signed following each review. Further absences may result in a Formal process being started with the Local authority.

| | Start of contract | Review 1 | Review 2 | Review 3 |
|---------|-------------------|----------|----------|----------|
| Parent | | | | |
| Student | | | | |
| Staff | | | | |

CR1 – NEW ACTIONS IDENTIFIED AT REVIEW 1

Ann any newly identified actions. These should be updated at any subsequent review(s)

| Identified need or barrier | Identified action and who is it for |
|----------------------------|-------------------------------------|
| | |
| | |
| | |

CR2 – NEW ACTIONS IDENTIFIED AT REVIEW 2

Ann any newly identified actions. These should be updated at any subsequent review(s)

| Identified need or barrier | Identified action and who is it for |
|----------------------------|-------------------------------------|
| | |
| | |
| | |

CR3 – NEW ACTIONS IDENTIFIED AT REVIEW 3

Ann any newly identified actions. These should be updated at any subsequent review(s)

| Identified need or barrier | Identified action and who is it for |
|----------------------------|-------------------------------------|
| | |
| | |
| | |

CR4 – REVIEW OF OUTCOMES

Select the relevant outcomes below by placing an 'X' in the boxes.

| No further action | Further reviews | Early assessment help | Team around the child | FFD referral | Notice to improve | Penalty notice | Alternative prov (inc PTT) |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes relating to the review and agreed outcomes | | | | | | | |

CR4 – REVIEW OF OUTCOMES

| | |
|--|--|
| | |
|--|--|