

Rivendell Flying High Academy



Attendance Policy

Adopted August 2024

Reviewed March 2026 – updated Government Guidance for Children Missing in Education

Next Review – September 2026

Introduction

This policy has been written to adhere to the relevant Children Acts, Education Acts, Regulations and Guidance from the Department for Education in addition to guidance from the Local Authority. Parents/carers have the legal responsibility for ensuring their child's regular attendance and failure to do so is a criminal offence under Section 444 of the Education Act 1996.

At Rivendell Flying High Academy, we are committed to nurturing well-rounded future citizens of the world who excel academically and embody strong character and values. Our Attendance Policy is an integral part of promoting these values and our educational philosophy, aiming to instill in our children the core virtues of Kindness, Courage, Citizenship, Community, Respect, and Perseverance.

We expect all our children to attend school every day that school is in session as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend and to put in place appropriate procedures. We believe that the most important factor in promoting excellent attendance is the development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children. We will also make the best provision we can for those children who, due to ill health, are prevented from coming to school.

Under the Education (Pupil Registration) Regulations 1995, the Governing Body are responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether the absence was authorised or unauthorised.

We adhere to National guidelines in relation to school attendance.

School Attendance

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. This attendance policy ensures that all staff, Governors, and parents in our school are fully aware of and clear about the actions necessary to promote good attendance. Through this policy we aim to:

- Create the foundation for Lifelong Habits: Regular attendance instils discipline and the importance of commitment, laying the groundwork for lifelong habits of responsibility and punctuality.
- Provide consistent Learning: Excellent attendance ensures that children consistently engage with the curriculum, leading to a better understanding of concepts and continuous academic progress.
- Enable Social Development: Regular attendance helps children build and maintain friendships, develop social skills, and participate in group activities, which are crucial for emotional and social development.
- Reduce Learning Gaps: Consistent attendance minimizes the risk of falling behind, ensuring that children do not miss out on key lessons and activities that could lead to learning gaps.
- Increase Confidence: Being present and participating regularly in class boosts children's confidence in their abilities and encourages active participation in school life.
- Enable strong Child-Adult Relationships: Regular attendance allows children to develop stronger, more trusting relationships with their teachers and other school adults, which can positively impact their motivation and academic success.
- All stakeholders have a clear understanding of our school tiered approach; universal provision in place for promoting excellent attendance, support for families where a child is at risk of persistent absence and the targeted support in place for families where attendance is causing a concern.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns you should contact the school as soon as possible:

- **Health Issues:** Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.
- **Family Circumstances:** Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.
- **Bullying and Safety Concerns:** Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.
- **Transportation Issues:** Difficulty in accessing transportation to school, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.
- **Socioeconomic Factors:** Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- **Special Educational Needs (SEN):** Students with special educational needs may require additional support and accommodations to attend school regularly.
- **Engagement and Motivation:** Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.
- **Cultural and Language Barriers:** Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.
- **Peer Pressure and Social Factors:** Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.
- **Parental Involvement:** Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Authorised absence

An absence is classified as authorised when a child has been away from school for a legitimate unavoidable reason and the school has received notification from a parent or carer. For example,

- if a child has been unwell and the parent telephones the school to explain the absence. In line with ensuring the safeguarding of our children remains a priority at Rivendell for all authorised absences of 4 days or more a home visit will be conducted by two members of school staff. Alongside ensuring the safety of the child we will also offer support and connectivity for child and family. This is referred to as a Safe and Well check at Rivendell Flying High.

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave.

Only the Headteacher can decide on whether an absence is authorised or not. Sometimes, even if absence is supported by parent, an absence will be unauthorised.

Unauthorised absence

An absence is classified as unauthorised when a child is away from school without the permission of the school even if the absence is supported by the parent. For example,

- Parents keeping children off school unnecessarily or without reason.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Rivendell Flying High
ATTENDANCE PROCEDURE

Attendance Improves - No further action is taken.

Attendance falls below 97%
Letter and a text sent to parents/carers informing families that attendance is a cause for concern and outlining action for if attendance falls below 90%.

The second letter is sent if there is a further decline over a month

Attendance falls below 90%
A wellbeing call is made by the Attendance Officer or Champion to the parent/carer where the parent will be invited to a meeting to discuss:

- Their child and what they like/dislike about school and any other potential barriers.
- Find out if there is any support the child or family may need with improving attendance.
- Create a plan going forward agreed by everyone involved.
- Ensure that families know their child's attendance will be monitored over the next 10 weeks.
- Ensure families understand that any further illnesses will not be authorised without a medical note (this will be on a case by case basis).
- Ensure families understand that 10 days unauthorised absence within a rolling 10 week period may result in a fixed penalty notice.
- Set a date for a new meeting to review the actions and improvements from the initial meeting.

If there is a significant improvement in the child's attendance after the first two meetings, the next meeting will be in 4 weeks time.

If there is little or no improvement, meetings will be every two weeks. If there is no improvement in attendance, a referral will be made to the Early Help Unit.

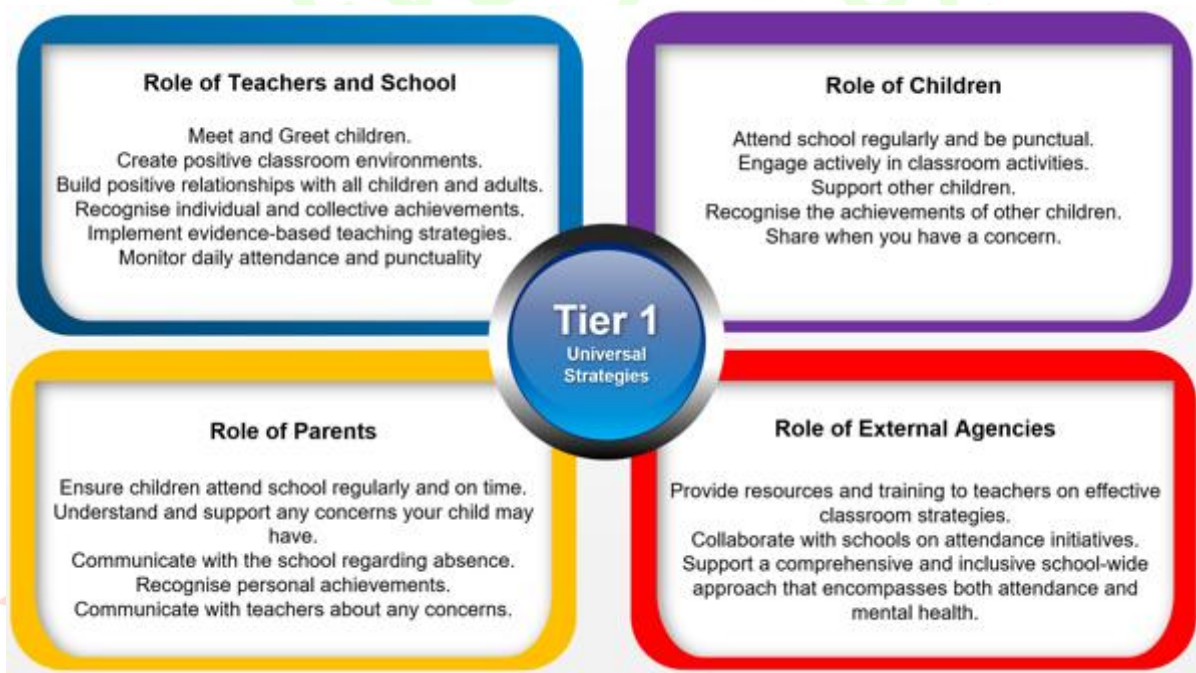
If parents/carers fail to attend the meetings and there is no further improvement in attendance:
A fixed penalty notice warning letter will be sent informing them of their child's attendance and that their child's attendance is being monitored and if they reach 10 unauthorised absences in a period of 10 rolling weeks, a fixed penalty notice will be issued from the Local Authority.

If the child is absent for 10 unauthorised absences in a period of 10 rolling weeks, a fixed penalty notice letter will be sent to parents and carers informing them of their child's attendance and that a referral to the Local Authority to issue a fixed penalty notice has been made.

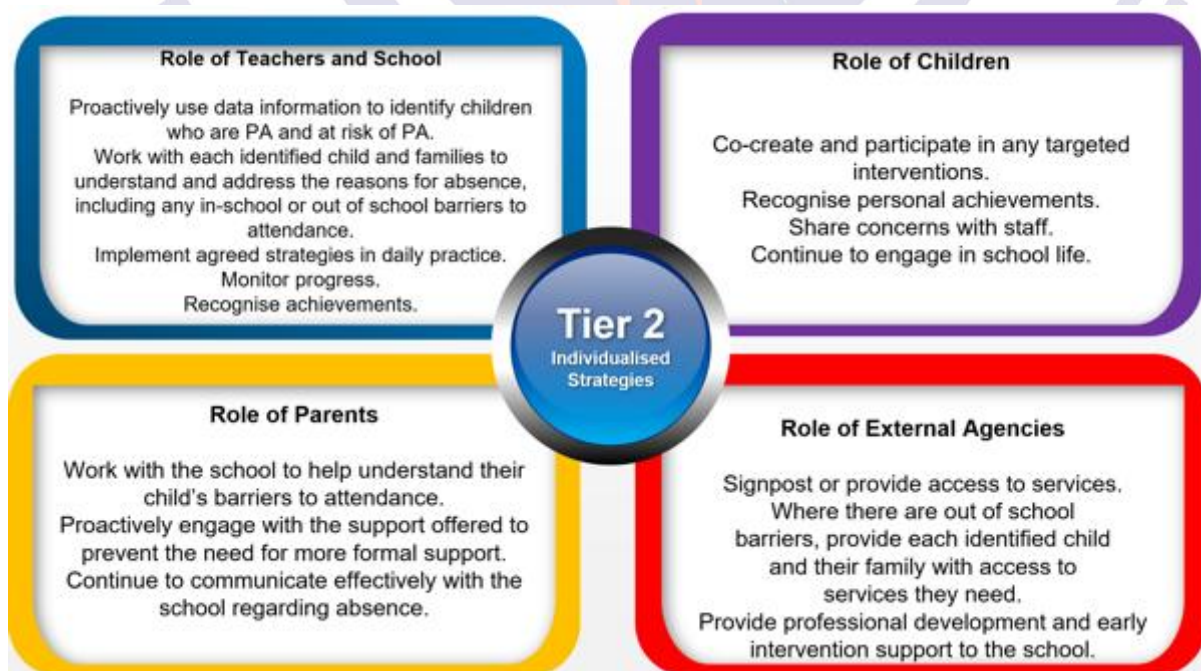
Our Procedures

To guarantee a comprehensive approach to attendance, at Rivendell we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024. Our school will undertake to follow the following procedures to support good attendance:

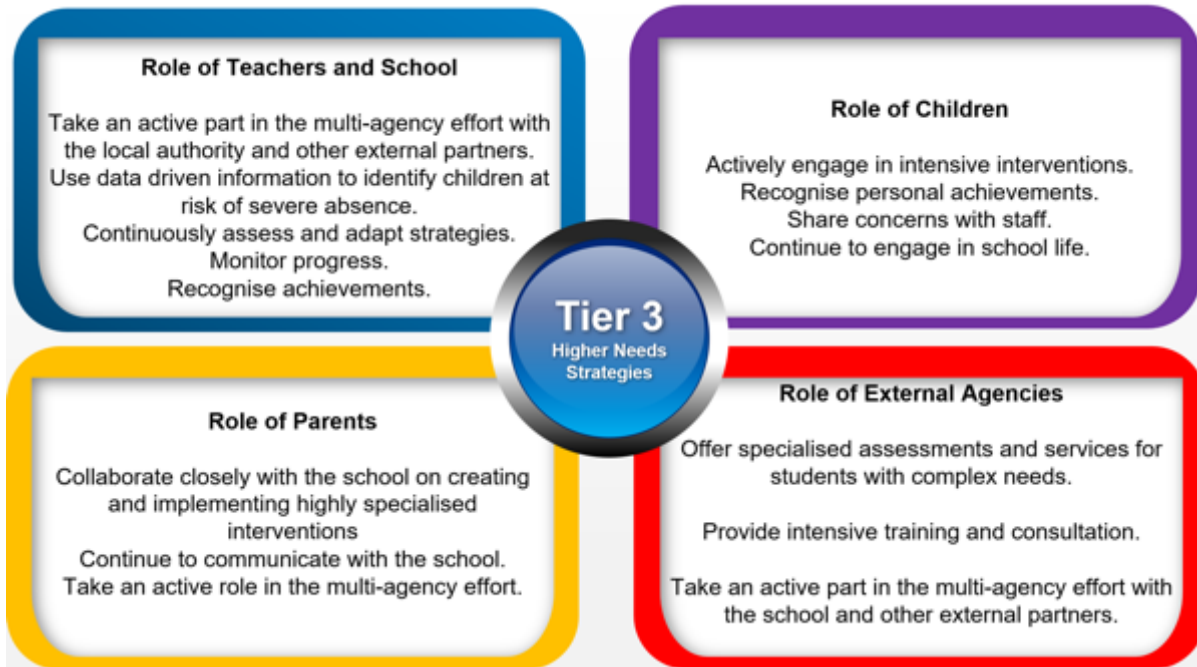
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



In line with tiered approach, at Rivendell we also provide the following:

Universal

- Half Termly excellent and most improved awards at celebration assembly.
- Termly attendance raffle, for each full week of the term the child attends they will receive a raffle ticket to be entered into the termly attendance incentive draw.
- Raise the profile of attendance for all stakeholders across the school environment Eg: school banner on front gates
- SLT on the gate welcoming children in at the start of the day (This includes managing late gate).
- Our school implements a relational approach to behaviour, this is linked to our behaviour policy and developing positive relationships with children and families.
- Curriculum – We ensure that through the personal development curriculum we explicitly teach the importance of coming school every day this includes children participating in enterprise and careers events.
- We have a rigorous and robust system in place for first day absences of our children please see: the first day contact section of this policy.
- Home visits are carried out in instances of no contact and in relation to a safe and well check as previously mentioned above.

Targeted

- We will use our first day absence procedures as above.
- We will complete home visits.
- We will send letters home to inform parents of attendance concerns. These letters can be found in appendix 1.
- We will support through informal and formal meetings (identifying push and pull factors with families and Attendance Support plans are implemented).
- We will provide interventions to support the children and families, working with external agencies, e.g. Education Welfare Officer and specific work provided in school through intervention and support.

- Attendance is an integral part of weekly DSL supervision meetings for children at risk of Persistent Absence (PA) or who are currently PA.
- Fines will be issued in line with the National Framework for penalty notices.

Our intention will be to work together to support families and prevent persistent absence.

Specialist (Persistent Absence)

School will use formal approaches that support and challenge in line with the National Framework for penalty notices. Formal Attendance Support plans, Team Around the Family approach, external agency support, interventions to support the children and the family.

Responsibilities

All members of school staff have a responsibility for identifying trends in attendance and punctuality. The following includes a more specific list of the kinds of responsibilities which individuals might have:

Name of Staff Member	Roles and Responsibilities
Julie Worthington	Attendance Champion
Michelle Morris	Attendance Manager/Officer
Julie Worthington	Safeguarding Leader (DSL)
Claire Cross	Governor for School Attendance.
Hannah Tomkinson	Deputy Head Teacher, KS2 Lead and DSL
Heidi Ackroyd	SENCO, Looked After Teacher and DSL
Holly Dunford	EYFS Lead and DSL
Hannah Tomkinson	KS1 Lead and DSL
Hollie Hayes	Attendance Admin

Class teacher

In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

Class teachers at Rivendell are responsible for:

- Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.
- Providing academic and emotional support to children who may be experiencing attendance challenges and identifying the root causes and addressing them proactively, can help improve attendance.
- Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
- implementing planned sessions to support the positive promotion of attendance.
- Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).
- Monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.
- Promoting punctuality - children to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.
- Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
- Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

- Collaboration: Collaborating with other school staff, such as attendance officers, the attendance champion and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.
- Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- Liaising with families in the first instance of any attendance concerns.
- Ensuring that children are entered into the termly attendance raffle if they attend for a full weekend.
- Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).
- Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Administration Staff/Attendance Manager:

Administration staff are responsible for:

- Data Analysis: collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- Developing and Implementing Attendance Policies: work closely with school leadership and staff to develop and implement effective attendance policies and procedures.
- Safeguarding: aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- Promoting punctuality - children to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- Taking Immediate Action: When a child is absent without prior notification or a valid reason, Administration Staff should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.
- Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures, including sending attendance letters to families.

Attendance Champion at Rivendell

The role of the Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. The Attendance Champion has a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

The Attendance Champion is responsible for:

- Developing and Implementing Attendance Policies: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.
- Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- Supporting Families: Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school.
- Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

- **Legal Compliance:** Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- **Safeguarding:** Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary. Our Attendance Champion is also our Senior Designated Safeguarding Lead.
- **Community Engagement:** Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- **Continuous Improvement:** Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- **Promoting a Positive School Culture:** Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Senior Leaders (including the Headteacher)

Senior Leaders at Rivendell play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

- **Leadership:** Senior staff, including the headteacher, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.
- **Policy Development:** Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.
- **Monitoring and Reporting:** They monitor attendance data regularly, analysing trends and patterns. Senior leaders use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.
- **Setting Expectations:** Senior leaders establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.
- **Professional Development:** They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.
- **Early Intervention:** Senior leaders support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.
- **Parental Engagement:** They promote parental engagement in attendance improvement initiatives. Senior Leaders encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.
- **Data Analysis:** Senior Leaders use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.
- **Supporting Vulnerable Students:** They are attentive to the needs of vulnerable children, including those with medical conditions, special educational needs, or safeguarding concerns. Senior Leaders ensure that these children receive appropriate support to attend school regularly.
- **Recognising Attendance:** They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.
- **Enforcing Policies:** Senior Leaders enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.
- **Safeguarding:** Senior Leaders are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- **Continuous Improvement:** They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.
- **Promoting a Positive Culture:** Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents

Parents play a crucial role in supporting attendance in at Rivendell. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

Parents/Carers are responsible for:

- **Establish a Routine:** Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- **Communicate with our School:** Establish open lines of communication with our school. Inform the school office promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- **Ensure a Healthy Lifestyle:** Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- **Positive Attitude Towards Education:** Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- **Set Expectations:** Clearly communicate your expectations about attendance to your child. Emphasise the importance of attending school regularly and on time.
- **Be Involved in Homework:** Support your child's learning by showing interest in their homework. Provide a quiet, conducive space for homework.
- **Attend Parents Evening:** Participate in parent-teacher meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- **Monitor Progress:** Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- **Address Bullying or Safety Concerns:** If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.
- **Promote a Love for Learning:** Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- **Lead by Example:** Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- **Stay Informed:** Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- **Seek Support if Needed:** If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- **Encourage Peer Relationships:** Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.
- **Celebrate Achievements:** Celebrate your child's achievements and milestones at school. Recognise their efforts and successes to boost their self-esteem and motivation.
- **Collaborate with the School:** Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children

Children also play a significant role in attending school regularly and ensuring their educational success

Children are responsible for:

- **Commitment to Learning:** Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
- **Punctuality:** Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.
- **Positive Attitude:** Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.
- **Responsibility:** Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.
- **Peer Relationships:** Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

- Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.
- Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.
- Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.
- Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school.
- Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
- Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
- Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.
- Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Registration

The school doors open at **8.30am** and children are expected to be in school by **8.45am** this gives plenty of time for all pupils to come into their classroom and be ready to learn when lessons start. Each class teacher has the responsibility for marking the attendance register at the beginning of the morning and afternoon session. All attendance records are documented using Arbor. Attendance registers are legal documents and these must be kept secure and preserved in line with the relevant retention schedule.

Lateness

Children who are persistently late after close of register soon fall behind with their learning. Any pupil who comes into school after **8.45am** will be marked as late. Records are kept of those pupils who are late; this is documented on the electronic register for each pupil (Attendance code L). Any child who arrives for school later than **9.00am** will be marked as late after close of register (Attendance code U). **This is an unauthorised absence for the whole session and will affect your child's overall attendance percentage and can be used to calculate absence thresholds for legal decision making.** Children who have attended a dentist or doctor's appointment and subsequently come to school later than **9.00am** will have the absence recorded as a medical absence (Attendance code M).

As a school, our process for managing persistent late is supported in our universal offer and is managed and recorded by the Attendance Leadership Team.

Absences

Attendance Procedures

- At 8:45am, the registers will be taken.
- Children must be seated and beginning their morning starters by 8:50am.
- All class registers must be completed by 8:50am.
- Registers will be closed at 9am
- Pupils will be marked as late if they arrive after the class register is completed.
- Registers will be taken again in the afternoon at 1pm.

A full day counts as 2 attendances.

First Day Contact

Where a child is absent from school and we have not received any contact from the parent, then we initiate a first day contact process. Office staff check all of the registers each morning to identify those pupils who are absent without explanation and, as a safeguarding requirement, make contact with the parents of these children by telephone. Going to school regularly is important to your child's future.

We have a rigorous and robust system in place for first day absences of our pupils:

Parents/carers must inform the school by 8:45am if their child is going to be absent through one of the following methods:

- Phoning school office and leaving a message on 0115 6489833
- Emailing the school office on office@rivendellfha.co.uk

At 9am, the office staff will identify any children who we have no reason for their absence and a first text message will be sent to parents/carers to remind them they need to contact the school office. **For pupils who walk to school, a phone call will be made immediately to parents/carers.**

1st Text Message

"Your child has been recorded as absent today. Please contact the school office to let us know why. Thank you."

If no contact is made by 10am as a result of the first text message, school will make a phone call to the parent/carer of the pupil. If contact cannot be made to the parent/carer, school will call all available contacts of the pupil.

If no contact can be made through calling the parent/carer and all other available contacts, a second text message will be sent out to inform parents/carers that if contact is not made by 1:30pm, this will trigger a safe and well home visit.

2nd Text Message

"We have tried unsuccessfully today to contact you regarding your child's absence. If we do not hear from you before 1:30pm, we will conduct a safe and well home visit. Thank you"

If contact has still not been made by 1:30pm, the office will inform all DSL's and SLT. A home visit will be conducted.

If no contact can be made from a home visit:

A home visit letter will be left at the house requesting contact by end of the school day.

If the child has a social worker, they will be informed that the child has not been in school today and that they have not been seen when a home visit was carried out.

If contact is not made by the end of the day, Social services will be contacted for advice and to request a safe and wellbeing check. The police will also be contacted if required. Professional advice to be followed.

School will do all it can to contact the pupil each day and continue to follow professional advice. On day 10 of no contact, school will contact Children Missing Education.

Day 1 Absence Procedure

Parents/carers must inform the school by 8:45am if their child is going to be absent.

Absence is coded in the register.

Parents contact the school office with the reason for absence.

1) If no contact is made by the time registers close, a first text message will be sent to parents/carers to remind them they need to contact the school office.

If no contact has been made by 9:30am, the police will be called.

For pupils who are registered to walk alone, a phone call will be made to the parent/carer by 9:15am.

FOR PUPILS REGISTERED TO WALK

2) If no contact is made by 10am as a result of the first text message, school will make a phone call to the parent/carer of the pupil.

3) If contact cannot be made to the parent/carer, school will call all available contacts of the pupil.

4) If there has still been no contact, a second text message will be sent out to inform parents/carers that if contact is not made by 1:30pm, this will trigger a safe and well home visit.

5) If contact has still not been made by 1:30pm, the office will inform all DLS's and SLT. A home visit will be conducted.

6) If no contact can be made from a home visit, a home visit letter will be left at the house requesting contact by end of the school day.

7) If contact is not made by the end of the day, Family and Children's direct will be contacted for advice and to request a safe and wellbeing check. The police will also be contacted if required. **Professional advice to be followed.**

If no contact is made on day 1, school will repeat steps 2 – 7 over the next 9 days and **continue to follow professional advice.**

On day 10 of no contact, school will contact CME.

Children Missing Education

In order to safeguard children who may be at risk of missing education it remains important for all staff in school to take swift action. This will include the need to liaise with the relevant colleagues in safeguarding/education within Nottinghamshire County Council for pupils who are to be removed from the admission register and include circumstances where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective education team.
- Does not arrive at the school as part of an admission process and we are not aware of their whereabouts.
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school.

Our school works in full partnership with Nottinghamshire County Council (NCC) to ensure that no child becomes, or remains, missing from education. In line with NCC expectations, we maintain a “written policy covering objectives, procedures, roles and responsibilities” relating to CME and follow the local authority’s “effective arrangements to identify and provide the full range of services for CME”. Senior leaders regularly monitor CME processes and data, supported by established networks and clear points of contact across Nottinghamshire. We work closely with NCC’s identified statutory and non-statutory partners who may provide information about children missing education, and we follow the Council’s guidance for schools on CME definitions, referral routes, and the process for joint enquiries to establish a child’s whereabouts. Nottinghamshire County Council provides a named CME contact, a dedicated referral email address, and a landing page for CME referrals, supported by data-sharing agreements with agencies such as Border Force, Health and the Police.

We engage with NCC’s CME information systems, including the local authority’s database of CME, and contribute to the monitoring of children who are new to Nottinghamshire or new to the country. We follow the Council’s access rules to ensure safe and fair data processing and work with other agencies where welfare or health needs require additional support. Once a child is located, we follow Nottinghamshire’s agreed process for securing suitable educational provision and support the monitoring of the pace at which children move into that provision. We work with the local authority’s integration and inclusion teams to support children back into education, and we use NCC’s systems that provide updated information on school place availability and alternative providers.

Our school uses effective child-tracking systems and maintains accurate records of children who leave without a known destination, as well as those not receiving a suitable education, including the actions taken. We follow Nottinghamshire’s system of regular follow-ups until a child is registered at a new school or receiving appropriate education otherwise. We contribute to the local authority’s strategy to prevent children at increased risk from becoming CME and pay particular attention to transition points, ensuring applications for school places are tracked and acted upon promptly. We share information effectively with other local authorities, transfer pupil files via s2s, and work with NCC’s identified s2s database administrator. We also make use of the searchable area of the s2s website to support tracking and identification.

GUIDANCE FOR HEAD TEACHERS AND BUSINESS MANAGERS WHERE CHILDREN ARE AT RISK OF MISSING EDUCATION

Child / young person is on roll but not attending	Child moving out of county	Family indicate they are moving abroad	School Allocations intake or in-year admissions rounds
<p>School/Academy to attempt to make contact with parent/carers no later than day 3, best practice day 1. Follow your internal school attendance procedures.</p> <p>Days 0-10, School/Academy should continue to make efforts to engage the family; recording their contact: telephone conversations, texts, e-mails, letters, home visits. Liaising with professionals who may be involved. School/Academy should consider what action to take if attendance is 10% unauthorised.</p>	<p>Request from the family their new address and details of new School/Academy. If obtained please share with: admissions.ed@nottscc.gov.uk</p> <p>Hopefully the new school will make contact with you, if not, make contact with them to confirm on roll.</p>	<p>School must request and record details of the new family address and school. You can't remove from roll without this. If obtained please share with: admissions.ed@nottscc.gov.uk http://www.languageshop.org/ (translation support)</p>	<p>If allocated and there is not an acceptance/agreed start date best practice is for school to make attempts to engage (telephone, text, e-mail, welcome letter, home visit (where appropriate)).</p> <p>If a child/young person has been allocated a place at your school/academy and they do not arrive you must inform the CMO within 10 days evidencing efforts to engage.</p> <p>If an application to transfer school during the year (outside of the normal intake process), the leaving school should keep them on roll until it has been confirmed by the new school that they have arrived and have been taken on roll.</p> <p>Places must be taken up by the start of the next half term after the place has been allocated. For places allocated in the summer term 2018, the place must be taken up before the end of the summer term. For children admitted through first admissions round please refer to your summer term guidance.</p> <p>A child should be placed on roll at the point of acceptance by parent or arriving on the first day.</p>
<p>Whereabouts confirmed to be known but not attending education or engaging with School/Academy.</p> <p>Whereabouts unknown evidencing reasonable efforts to locate/make contact with the family.</p>	<p>If without a new school within 10 days, a referral should be made to: Children Missing Officer (CMO) providing the families new address, contact details and a summary of efforts made by school to engage the family.</p>	<p>If school does not receive the above a referral should be made to: Children Missing Officer (CMO)</p>	
<p>Child and family meet the threshold for Early Help through the Family Service (level 3 Pathway to Provision). Make a referral to the Early Help Unit via an EHAF <u>evidencing</u> the actions you have taken.</p> <p>Absence meets the threshold for enforcement action as outlined in the Nottinghamshire Code of Conduct, make a referral to the Early Help Unit via an EHAF <u>Child stays on roll.</u></p>	<p>Referral is made to: Children Missing Officer (CMO) No later than day 10 when there is no explanation for absence and above checks have been completed.</p> <p>Details of how to refer are on page 2, please clearly state any safeguarding concerns you may have.</p> <p>DO NOT remove from your roll until CMO has completed initial checks and confirmed that they can be removed.</p>	<p>Looked After Children (LAC)</p> <p>If a LAC is moving placement and no longer attending, school should liaise with the Virtual School and the child's Social Worker. DO NOT remove from roll.</p>	
	<p>Child is of statutory school age but not applied or on roll of a School/Academy</p> <p>Direct referral to: Children Missing Education (CMO) Providing child's name / DOB / address and details of parent / carers.</p>	<p>Independent / Residential Schools</p> <p>The same procedures should be followed as those in School's / Academies</p>	<p>If allocated children do not arrive PLEASE FOLLOW UP, DO NOT ASSUME they will have gone elsewhere or remained at their previous School/Academy!!</p>
<p>Parent/Carers indicate they wish to Home Educate (EHE)</p> <p>Request must be made in writing, following a conversation between school and parent/carers', with a copy of the letter placed in the pupil file and a copy of the letter forwarded securely to EHE.</p> <p>School/Academy to return the EHE 1A and 1B forms to the EHE Administrator.</p> <p>Remove the learner from your roll. DO NOT remove from your roll if stated without confirmation from the LA. School file to be sent to EHE at County Hall via secure mail.</p>	<p>Child permanently excluded</p> <p>LA to be notified on the day of exclusion via e-mail.</p> <p>The LA will respond and continue to work with you through the process.</p> <p>DO NOT remove from your roll until advised.</p>	<p>Gypsy/Roma/Traveller</p> <p>If a Traveller family indicate they are to travel for work purposes School/Academy should request details of where they will be travelling and when they aim to return.</p> <p>If they do not return within 4 weeks of the expected return date please follow attendance procedures.</p>	<p>Own admission authorities must inform the admissions team of any enquiry/application and outcome. This helps identify any vulnerable child requiring a place and avoids a child being out of education for an undue length of time. All academies must notify the local authority via admissions.ed@nottscc.gov.uk within five days of adding a pupil's name to the admission register.</p>
<p>Child not in full receipt of education (25hrs)</p> <p>Information should be shared with the Fair Access Team. Levels of provision will be closely monitored and scrutinised.</p>	<p>Truancy – School/Academy to inform parent/carers that their child/young person is not in school. School/Academy risk assess before considering a Police response. (prior checks to be completed and evidenced upon calling the police, unless immediate risk evident). Please be mindful of missing and hidden missing where young people's whereabouts are not known to parent/carers. This can be discussed with the CMO.</p>		<p>Family indicate they are returning home for family, cultural or health reasons</p> <p>School/Academy need to consider the circumstances of the absence in deciding which code to use. Parents should provide school with a return date.</p> <p>If the family do not return on this date attendance procedures should be followed.</p>
<p>SAFEGUARDING - Every child should be accounted for, their whereabouts should be known or a referral made to the appropriate service. Please be mindful that the MASH is for level 4 safeguarding concerns with children believed to be at risk of or actual harm. The Early Help Unit will support with early intervention/attendance. It is important that concerns are risk assessed by school. All referrals should indicate the level of concern and previous actions taken. A referral made to the correct service will help for support to be in place in a timely fashion. If unsure please seek guidance prior to referring.</p>			
<p>Useful links: http://www.nottinghamshire.gov.uk/schoolsportal/local-authority/attendance (Nottinghamshire Schools Portal) http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision (P2P) http://www.nottinghamshire.gov.uk/media/109754/factsheet-summer-term-final-2.pdf (Summer Term) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550418/Children_Missing_Education_-_statutory_guidance.pdf (CME) http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision/early-help-assessment-form (EHAF)</p>			
<p>GUIDANCE FOR REMOVING A CHILD FROM THE SCHOOL ROLL</p>			
<p>PLEASE DO NOT REMOVE A CHILD FROM YOUR ROLL UNLESS YOU HAVE RECORDED AND SHARED THE FOLLOWING WITH THE LA:</p> <ul style="list-style-type: none"> the full name of the pupil, the full name and address of any parent with whom the pupil normally resides, at least one telephone number of the parent, the pupil's future address and destination school, if applicable, and <u>the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).</u> This will need to be clearly recorded when updating your systems as you will need to inform the LA. <p style="text-align: center;">All other deletions breach statutory guidance</p>			

Known Pupil Absence – Day 4 Procedure

- Where there has been contact with the parent/carer but a child has been absent for 4 days, a home visit will be undertaken on the 4th day to check on the wellbeing of the child and to see whether there is anything school needs to be aware of.
- If the child is not seen, the HT/SLT will undertake a risk assessment to decide on level of concern.
- School will contact social services or police for advice and to request a safe and wellbeing check. Professional advice to be followed.

Applications for Leave of Absence in Term Time

In September 2013 the government introduced new regulations making it clear that Headteachers must not give approval for any leave of absence during term time, including holidays, unless there are exceptional circumstances. Any requests for term time leave should be made on a Request for Absence available from the school office and handed in four school weeks before the first date of the requested absence whenever possible. You must have received written authorisation before your child can be absent from school.

Parent/carers may be issued with a penalty notice fine or prosecution should leave of 5 days or more be taken which is not authorised by the Headteacher, or where repeated incidents of leave in term time for less than 5 days occur or where the unauthorised absence contributes to wider poor attendance that meets the legal threshold. (Attendance code G).

Addressing Attendance Concerns

Rivendell Flying High expects attendance of at least 97%. It is important for children to establish good attendance habits early on in their school career. It is the responsibility of the Headteacher and the governors to support good attendance and to identify and address attendance concerns promptly. We rely upon parents to ensure their child attends school regularly and punctually and therefore where there are concerns regarding attendance parents are always informed of our concerns.

If a child's attendance does not improve and absences are unauthorised this may lead to consideration of parental responsibility measures which include the issue of penalty notice fines or other statutory action.

Please see below for our full Attendance Procedure:

Attendance Procedure

Attendance improves- no further actions is required

Attendance below 97%

Letter sent to parent/carer informing that attendance is a cause for concern and outlining action for if attendance falls below 90%.



Attendance Falls below 90%



1) A wellbeing call will be made to the parent/carer by a member of SLT or Attendance Team. The aim of the call is:

- To make them aware of their child's low attendance
- Find out if any support is required in improving their child's attendance, arrange a meeting to discuss
- Inform them that their child's attendance will be monitored over the next 5 days and coming weeks.



2) If there is no improvement in the pupil's attendance over the next 5 days, this will trigger a letter to parents to:

- Inform them that their child's attendance has not improved and that it will be monitored weekly.
- Offer a meeting with Mrs Morris-Essex or SLT to discuss the pupil's attendance
- Inform them that any further illnesses will not be authorised without a medical note (*this will be on a case by case basis*).
- Inform them that 5 or more days unauthorised absence within a 10-week period will result in a fixed penalty notice.
- Inform them of any other further action that may be taken if there is no improvement in attendance.
- Enforcement action the LA may take if their child's attendance falls below 85%, with 15% or more unauthorised.



3) If there is no improvement, and parents/carers do not arrange a meeting to see how school can support with the child's attendance, a further letter will be sent informing them:

- Of a given time and date to attend a meeting with Mrs Worthington & Mrs Morris-Essex to discuss the pupil's attendance.
- That failing to attend, and if there is no improvement in attendance, a referral will be made to the Early Help Unit.
- That a referral will be made to the Local Authority to issue a fixed penalty notice (*if the pupil has had 5 days unauthorised absence within a 10 week period*).
- Enforcement action the LA may take if their child's attendance falls below 85%, with 15% or more unauthorised.



4) If parents/carers fail to attend the meeting and there is no further improvement in attendance:



A fixed penalty notice warning letter will be sent informing them:

- Of their child's current attendance.
- That their child's attendance is being monitored over the next 10 weeks and that if they have 5 or more days off during that time, a fixed penalty notice from the Local Authority will be issued.



If the pupil is absent for 5 or more days, a fixed penalty notice letter will be sent informing parents/carers:

- Of their child's current attendance.
- That a referral to the Local Authority to issue a fixed penalty notice has been made.



5) SLT and the Attendance Team will make regular contact via phone and text to offer help and support and to keep communications open. This will be logged via CPOMS.

National framework for penalty notices

The new National threshold for consideration of legal action is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence, including lates after close of register (Attendance code U) and unauthorised leave in term time (Attendance code G). If your child's absence falls into this category the school will decide if further offers of support is likely to improve the situation or if a request for legal action should be submitted to the Local Authority.

The new costs and process is outlined below:

- **First Offence** - The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: **£160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.**
- **Second Offence (within 3 years)** -The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: **£160 per parent, per child paid within 28 days.**
- **Third Offence and Any Further Offences (within 3 years)** - The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented **straight to the Magistrates' Court.**

Term time holidays

Children should not be taken out of school during term time unless it is unavoidable. Schools are required to consider requests for leave of absence in term time and should only approve the leave if there are exceptional circumstances. If a request for leave is denied and the pupil is absent for 5 days or more then the school is expected to refer the case to the LA. The LA will issue a penalty notice with no requirement for a formal warning to be issued. Penalty notices can also be issued where a pupil is absent for repeated incidents of unauthorised leave in term time that fall below the 5-day threshold. In every case, the request for the Penalty Notice comes in from the school to the LA for the process to be completed.

Refusal to Attend

Where a child refuses to attend school, parents must contact the school office to inform them on the first day of absence. Parents should explain that their child is refusing to attend; school will aim to work with parents to support their child in returning to school. In the first instance an appointment should be made with the Head Teacher, Deputy Head Teacher or a member of our pastoral team to see if reasons for the refusal to attend can be identified and addressed.

School will then work with parents to offer to support. This may include:

- Referral to the schools Attendance Team for home visits
- Nurture support
- Referral to outside agencies

Changing Schools

It is important that if families decide to send their child to a different school that they inform Rivendell Academy as soon as possible.

A pupil will not be removed from the school roll until the following information has been received and investigated:

- The date the pupil will be leaving the school and starting the next.
- The address of the new school.
- A new home address if appropriate.

The pupil's school records will then be sent to the new school within 5 working days.

In the event that the school has not been informed of the above information, the family will be referred to the local authority.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code \ (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.

- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.

- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.

- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.



Rivendell Flying High **ATTENDANCE PROCEDURE**

Attendance Improves - No further action is taken.

Attendance falls below 97%

Letter and a text sent to parents/carers informing families that attendance is a cause for concern and outlining action for if attendance falls below 90%.

Letter Two is sent if there is a further decline over a month

Attendance falls below 90%

A wellbeing call is made by the Attendance Officer or Champion to the parent/carer where the parent will be invited to a meeting to discuss:

- Their child and what they like/dislike about school and any other potential barriers.
- Find out if there is any support the child or family may need with improving attendance.
- Create a plan going forward agreed by everyone involved.
- Ensure that families know their child's attendance will be monitored over the next 10 days.
- Ensure families understand that any further illnesses will not be authorised without a medical note (this will be on a case by case basis).
- Ensure families understand that 10 days unauthorised absence within a rolling 10 week period may result in a fixed penalty notice.
- Set a date for a new meeting to review the actions and improvements from the initial meeting.

If there is a significant improvement in the child's attendance after the first two meetings, the next meeting will be in 4 weeks time.

If there is little or no improvement, meetings will be every two weeks. If there is no improvement in attendance, a referral will be made to the Early Help Unit.

If parents/carers fail to attend the meetings and there is no further improvement in attendance:

A fixed penalty notice warning letter will be sent informing them of their child's attendance and that their child's attendance is being monitored and if they reach 10 unauthorised absences in a period of 10 rolling weeks, a fixed penalty notice will be issued from the Local Authority.

If the child is absent for 10 authorised absences in a period of 10 rolling weeks, a fixed penalty notice letter will be sent to parents and carers informing them of their child's attendance and that a referral to the Local Authority to issue a fixed penalty notice has been made.

Graduated Response to Attendance

Tier 1 Universal Offer	Tier 2 Individualised Strategies At risk of PA 91-95%	Tier 3 High Needs Strategies 90% or below
Role of Teachers and School	Role of Teachers and School	Role of Teachers and School
<ul style="list-style-type: none"> Our school is a warm, positive learning environment where all children are welcomed and supported. Positive relationships are a priority of all school staff with children and families Attendance recognition assemblies Positive attendance shared and promoted on class dojo Promoting attendance display in school hall, which is used as teaching aid during assemblies Transitions into school carefully considered and planned for children and parents Meet and greet all children positively and build positive relationships with all children and adults. This includes SLT and Site Manager on the gate and class teachers at the classroom door. Registers are led by class teacher and attendance is monitored Daily monitoring of attendance is a priority of the school to ensure safeguarding procedures are robust Teachers share attendance report as part of parents evenings Teachers deliver the Learning to be a Rivendellian curriculum including aspects of mental health, community and relationships Weekly attendance tracked and % addressed as part of weekly monitoring of persistent absence at DSL Supervision Monthly attendance % message is sent to families Absent child with no reason, day 1 absence procedure begins Monitoring of whole school cohort trends through tracking Attendance policy reviewed annually and on website for parents Graduated approach to letters with persistent absence and declining attendance (letter 1, letter 2, letter 3, letter 4) Deliver academic and pastoral interventions for identified children and families in line with provision maps as informed by Pupil Progress meetings Wider agencies signposted for parents (where applicable) Home visit/well-being visits (where applicable) 	<ul style="list-style-type: none"> Implement personalised and bespoke strategies where identified, for example, soft starts. Daily, weekly, monthly, half termly and termly monitoring of attendance % to recognise attendance and identify any trends or patterns Proactively use data to identify children who are persistently absent and at risk of being persistently absent Continue to identify children with falling attendance through daily registers Work with each identified child and family to understand and address reasons for absence, identifying potential barriers to attendance: <ul style="list-style-type: none"> Letter issued to advise of attendance dropping below 95% and potential initial attendance review – circumstances define the letter that is sent. Monitor progress and follow up on celebrating achievements with the families (recognition of attendance). This includes a letter of recognition for improvement. Work with our families to identify Push/Pull factors ascertaining the view of all stakeholders in identifying attendance barriers for the child. 	<ul style="list-style-type: none"> Daily, weekly, monthly, half termly and termly monitoring of attendance % to recognise attendance and identify any trends or patterns Take an active part in multi-agency approach with Local Authority and other external partners through formalised Team around the Child meetings Use data driven information to identify children at risk of severe absence Monitor progress, assess and adapt strategies where appropriate <ul style="list-style-type: none"> Letter issued to advise of attendance dropping below 90% and further attendance review Invite to formal support meeting conducted by DHT or HT and Office Manager and formal support plan written with families (where appropriate) Apply LA Escalation processes where appropriate in consultation with the Local Authority Provide interventions to support children where needed Continuously assess and adapt strategies and follow up on celebrating achievements with the families (recognition of attendance) Allocate a family chosen Attendance Champion on the school staff, to liaise with and support Create a bespoke approach and implement interventions for example, Ask Twice, Mood Diaries, Stress Bucket, The Tangled Ball, Tricky Moments planning and Wellbeing bingo – selecting the most appropriate to meet the needs of the individual child.
Role of Parents and Carers	Role of Parents and Carers	Role of Parents and Carers
<ul style="list-style-type: none"> Work alongside school staff to ensure the child is attending school regularly and on time Engage with school communication including fortnightly newsletters, attendance celebration and expectations Work in collaboration with school staff to ensure positive transitions at drop off and pickup times Supporting school to promote the importance of attending school on time every day Work with staff to support the child to address any concerns raised Communicate effectively with school regarding any absence providing evidence where required 	<ul style="list-style-type: none"> Work with school to identify barriers and/or challenges for their child Proactively engage with support provided by school Continue to communicate with school effectively regarding absence providing evidence where required 	<ul style="list-style-type: none"> Work with school to continue to identify barriers and/or challenges to attendance Respond to communications with school and proactively engage with school support and external support, including formal plans Take an active role in resourcing additional support
Role of External Agencies	Role of External Agencies	Role of External Agencies
<ul style="list-style-type: none"> Nottinghamshire ESHAW Team to review Attendance policy Provide resources and training on effective classroom strategies Support the implementation of the Attendance and other Inclusion related policies Collaborate with school on attendance initiatives such as contributing to Attendance Workshops and Parents evenings Support school to signpost parents to suitable agencies Supporting school to utilise agencies that can support strong attendance in school Providing pastoral support to the school in line with school's graduated response 	<ul style="list-style-type: none"> Signpost to appropriate agency support Support a comprehensive and inclusive school-wide approach that encompasses both attendance and emotional well-being Where there are out of school barriers, provide access to services and signpost to support 	<ul style="list-style-type: none"> Support the formal TAC process and review meetings Signpost or provide access to services according to identified barriers Provide professional development and early intervention to support school
Role of Children	Role of Children	Role of Children
<ul style="list-style-type: none"> Attend school regularly, to be punctual and engage positively in learning tasks Support other children to be positive members of Team Green Celebrate the achievements of other children both in and out of celebration assemblies Speak to a trusted adult in school if you have any worries or concerns 	<ul style="list-style-type: none"> Co-create and participate in any targeted interventions Recognise personal achievements Continue to talk to an adult when/if you have a concern Continue to engage in all aspects of school life 	<ul style="list-style-type: none"> Actively engage in a range of interventions Recognise personal achievements Continue to engage in all aspects of school life Continue to talk to an adult when/if you have a concern