



Acorn
Digital
Learning

ADL ATTENDANCE AND ABSENCE POLICY

Susan Jones

Susan.jones@ofgl.uk

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Date policy last reviewed: **September 2024**

Susan Jones

Signed by:

Stephen Phipps

Headteacher

Date: 15th October 2024

Chair of governors

Date:

Statement of intent

Acorn Digital Learning (ADL) believes that to facilitate teaching and learning, good attendance is essential. Students cannot achieve their full potential if they do not regularly attend.

We understand that barriers to attendance are complex, and that some students find it harder than others to attend school; therefore, we will continue to prioritise a safe and supportive environment at ADL, as well as strong and trusting relationships with students and parent/ carer/ clients.

We take a whole-school approach to securing good attendance and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support and pastoral support – can have on improving student attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with our commissioning clients and other agencies to ensure the health and safety of our students and that we continue to be both value for money and an appropriate provision for each student
- Building strong relationships with families and our clients to overcome barriers to attendance.
- Working collaboratively with other schools, both internal and external to our network, as well as other agencies.
- Encouraging our parent/ carer/ clients to follow the framework set in section 7 of the Education Act 1996, which states that the parent/ carer/ client of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parent/ carer/ clients and students.
- Regularly monitoring and analysing attendance and absence data to identify students or cohorts that require more support.

ADL's School Coordinator is **Sue Jones**, and she can be contacted via susan.jones@ofgl.uk or by calling or texting **07770 042 747**.

Staff, parent/ carer/ clients and students will be expected to contact the ADL student's **key teacher** for queries or concerns about attendance.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Student Registration) (England) Regulations 2006 (as amended)
- DfE (2024) 'Working together to improve school attendance'
- DfE (2024) 'Children missing education'
- DfE (2024) 'Keeping children safe in education 2024'

This policy operates in conjunction with the following school policies:

- [OFG Complaints Procedures Policy](#)
- [ADL Children Missing Education Policy](#)
- [OFG Child Protection and Safeguarding Policy](#)
- [ADL Behaviour Policy](#)
- [ADL SEND Policy](#)
- [ADL Supporting Students with Medical Conditions Policy](#)
- [ADL Social, Emotional and Mental Health \(SEMH\) Policy](#)

Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at an ADL lesson after the register has closed and/or arriving for a short period of time before leaving
- Not attending school for any reason

Authorised absence:

- An absence for sickness for which ADL has granted leave and has received notification from parent/carer/client
- Medical or dental appointments which unavoidably fall during school time, for which ADL has granted leave
- Religious or cultural observances for which ADL has granted leave
- An absence due to a family emergency

Unauthorised absence:

- Parent/ carer/ clients keeping children off school unnecessarily or without reason
- Truancy before or during ADL lessons

Last Updated: September 2024

- Absences which have never been properly explained
- Arrival at an ADL lesson 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 an ADL lesson for no reason during the day

Persistent absence (PA):

- Missing 10 percent or more of schooling across the ADL enrolment for any reason

Roles and responsibilities

The **management committee** has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across ADL.
- Promoting the importance of good attendance through ADL's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in ADL's Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.

The **headteacher** is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across ADL.
- Appointing a member of staff (who will be part of the SLT team) to the attendance officer role.
- Ensuring all parent/ carer/ clients are aware of ADL's attendance expectations and procedures.
- Ensuring that every enrolled student has access the ADL curriculum as appropriate to individual need and will act as early as possible to address patterns of absence.

Staff are responsible for:

- Following this policy and ensuring students do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- **Using their professional judgement and knowledge of individual students to inform decisions as to whether any welfare concerns should be escalated.**

- Where designated, taking the attendance register at the relevant times during the ADL day and at the beginning of an ADL lesson, saving the data with absences marked in iSAMs within the first 10mins of any ADL lesson.

The **attendance officer** is responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions and providing data evidence in support.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with students and parent/ carer/ clients with regard to attendance.
- Following up on incidents of persistent poor attendance.
- Informing the **commissioning client** and **headteacher** of any student being deleted/ discharged from the admission and attendance registers. (**The ADL Student List**)

Parent/ carer/ clients are responsible for:

- Providing accurate and up-to-date contact details.
- Providing ADL with more than one emergency contact number.
- Updating ADL if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.

Students are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.

Attendance expectations

ADL has high expectations for students' attendance and punctuality, and ensures that these expectations are communicated regularly to parent/ carer/ clients and students.

Students will be expected to:

- Attend ADL every day they are required to be at school, for the full set of commissioned lessons.
- Attend every timetabled lesson.
- Attend classes punctually.

ADL lessons start on the hour, and students should be logging in and in the waiting room, ready to begin lessons at the time as indicated in their timetable, received following the **Welcome Appointment**¹. Students will have a 10-15 minute break between lessons and a nominated lunch break

¹ This is generally sent after the Welcome Appointment by the student's Key Teacher.

at 1:00pm, which will last until 2:00pm – students will be expected to have returned from each break and be ready to recommence learning at the stated times as per their timetable.

Registers will be taken as follows throughout ADL day:

- Class teachers will take registers at the start of each lesson to ensure that students are attending all timetabled lessons. These registers will be analysed in line with the section of this policy.
- All staff will ensure that the DfE codes 2024 are used correctly
- All staff will ensure that any change of Registration code will be recorded accurately on iSams Registers, with the Reason for Change recorded also (per training provided)
- All registers will be completed and closed within the first 10mins of each class.
- Any late arriving students will have the approximate time of their arrival noted in the iSAMS register.
- Any Absences that are coded and, require the nature of such absence also recording, will have this information input in iSams Registers notes by the class/Key Teacher

Students/ parents/ cares/ clients are be encouraged to communicate any concerns related to attendance and absence as soon as possible to their child's Key Teacher.

5. Absence procedures

Parent/ carer/ clients will be encouraged to contact their allocated Key Teacher before 9:00am on the first day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a student is absent, and their parent/ carer/ client has not contacted ADL by **the close of the first lesson of the day for a curriculum pathway** to report the absence, the attendance officer will contact the parent/ carer/ client via **email as an absence alert/ parental notification from iSAMS** as soon as is practicable on the first day that the student does not attend school. Absence Alerts/Parental Notifications will be sent out for each lesson to all contacts linked to each absent student and by the Register Alert to the key teacher at ADL who can follow up the absence where necessary.

ADL will always attempt to follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto ADL systems.

Where a student is absent for more than **three** school days in a row, or more than **10** school days in **one term**, the student's commissioning client will be expected to provide an explanation for the absence(s).

ADL will not request medical evidence in most circumstances where a student is absent due to illness; however, ADL reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

All attendance data is available in real time to all parents/ carers/ clients via the ADL Reporting Portal – accounts and login details are set up and sent on student enrolment at ADL.

Summary reports can be produced where a commissioning client places a large number of students with ADL – this can be made available each week on a Friday afternoon by close of day.

In the case of **Persistent Absenteeism**, arrangements will be made for parent/ carer/ clients to contact the **attendance officer/ the student’s key teacher** and we will liaise with the student’s home school and teams around the child to find ways to encourage the child to attend, support the parent/carer with attendance and discuss the continuing “value for money” and appropriateness of provision of maintaining the student with ADL.

ADL will inform all parents/carers/clients, on a **weekly** basis, of the details of students who fail to attend regularly, or who have missed **10 school days** or more without authorisation. A “**Nevers & Nothings**” Report is generated weekly and discussed in **Monday Morning Staff Briefing**. All **KeyTeachers** are required to report back progress on attendance monitoring and chasing.

If a student’s attendance drops below **85 percent**, the attendance officer with the student’s **key teacher** will ensure a formal contact with the commissioning client has been acknowledged and confirm the client’s awareness of the poor attendance.

Where a student has not returned to ADL for **10 days** after an authorised absence, or is absent from ADL without authorisation for **20 consecutive school days**, ADL will approach the client and query if the student should be removed from the admissions register/ ADL Student Lists and will continue to make all reasonable enquiries.

Where no answer is forthcoming, after **20 consecutive days**, ADL will remove that student from role and serve notice on that client concluding invoicing after the 4 week notice period has ended.

6. Attendance register

ADL uses **iSAMs** to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register **at the start of each lesson**. This register will record whether students are:

- Present.
- Absent.
- No reason received
or
- Will include a national attendance code from the revised DfE 2024 Attendance Codes and accompanying note in the Register Module.

ADL will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used: (blue indicates nature of absence MUST be recorded) (Red indicated a new or replacement DfE code)

- / = Present in the morning
- \ = Present in the afternoon
- B = Attending a place for any other approved educational activity
- L = Late arrival before the register has closed
- C = Leave of absence granted by ADL
- C1 = Absent with leave, of compulsory school age and temporary reduced timetable does not require them to attend
- C2 = Absent with leave, of compulsory school age and temporary reduced timetable does not require them to attend
- B = Attending a place for any other approved educational activity (nature of activity to be recorded)
- D = Attending another school at which they are a registered pupil
- E = Excluded from the school
- G = Absent without leave for the purpose of a holiday
- I = Unable to attend because of sickness
- J1 = Absent with leave for the purpose of attending an interview for employment or for admission to another education institution
- K = Attending a place, other than the school or another school at which they are a registered pupil, for educational provision arranged by LA (under section 19(1) of the Education Act 1996 or section 42 of the Childrens and Families Act 2014) (where code K is used, a nature of absence record must also be recorded)
- L = Absent from the school when attendance register begins to be taken but attends before the taking of the register has ended
- M = Medical or dental appointments
- N = Circumstances not yet established
- O = Absent – other circumstances
- P = Attending a place for an approved educational activity that is a sporting activity
- Q = Unable to attend because of lack of access arrangements by LA to facilitate their attendance
- R = Religious observance
- S = Study leave
- T = Mobile child - Gypsy, Roma and Traveller absence
- U = Arrived after registration closed
- V = Educational visit or trip
- W = Work experience
- Y1 = Unable to attend because school is not within walking distance
- Y2 = Unable to attend because of widespread disruption to travel
- Y3 = Part of the school premises is unavoidably out of use
- Y4 = Whole school closed when school was due to meet but session has been cancelled
- Y5 = Unable to attend because pupil is subject to a sentence of detention
- Y6 = Travel to or attendance at school would be contrary/prohibited by guidance/;aw relating to incidence or transmission of infection or disease
- Y7 = Unable to attend because of any other unavoidable cause (where code Y7 is used, a nature of absence record must also be recorded)
- Z = Student not on admission register

- # = Planned whole school closure

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for three years.

7. Authorising parent/ carer/ client absence requests

Parent/ carer/ clients are encouraged to request certain types of absence in advance. All requests for absence will be handled by the [headteacher](#) – the decision to grant or refuse the request will be at the sole discretion of the [headteacher](#), taking the best interests of the student and the impact on the student's education into account after discussion with the [commissioning client](#). The headteacher's decision is not subject to appeal; however, ADL will be sympathetic to requests for absence by parent/ carer/ clients, and will not deny any request without good reason.

Leave of absence

ADL cannot grant a student a leave of absence unless it has been confirmed and agreed by the commissioning client. In order to have requests for a leave of absence considered, ADL will expect parent/ carer to contact the headteacher [in writing](#) at least [two weeks](#) prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur. This will then be shared with the commissioning client and confirmation agreed prior to any ADL agreement being shared with the parent/ carer.

Any requests for leave during term time will be shared with commissioning clients and should be considered on an individual basis with the student's previous attendance record taken into account. ADL cannot grant a leave of absence for the purposes of family holidays unless accepted and agreed by the commissioning client.

If term-time leave is not granted by the commissioning client, taking a student out of ADL will be recorded as an unauthorised absence and ADL attendance data may be used by the commissioning client and could result in sanctions, such as a penalty notice. ADL cannot grant leaves of absence retrospectively; therefore, any absences that were not approved in advance will be marked as unauthorised.

Illness and healthcare appointments

Parent/ carer/ clients will be expected to make medical or dental appointments as far as possible outside of school hours. Where this is not possible, parent/ carer/ clients are asked to notify our attendance officer or the student's key teacher, of their child's absence to attend such appointments as far in advance as is practicable. Parent/ carer/ clients will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

Performances and activities, including paid work

ADL will recommend that all students engaging in performances or activities, whether they receive payment or not, which require them to be absent from ADL, understand that they should obtain a licence from the LA which authorises ADL's absence(s) and seek agreement from their commissioning client.

Additional arrangements can be made by ADL for students engaging in performances or activities that require them to be absent from ADL to ensure they do not fall behind in their education – this may involve offering 1:1 catch ups and access to all the learning materials held in the subject course card in Canvas, the ADL platform.

Where a licence has been granted by the LA/ commissioning client and it specifies dates of absence, no further authorisation will be needed from ADL. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity unless prior agreement has been received from the commissioning client.

Religious observance

Parent/ carer/ clients are encouraged to request absence for religious observance at least **two weeks** advance.

ADL will only accept requests from parent/ carers for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. ADL will define this as a day where the student's parent/ carer/ clients would be expected by an established religious body to stay away from their employment to mark the occasion.

ADL may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma and Traveller absence

Where a student's parent/ carer belongs to a community covered by this code and is travelling for occupational purposes, the parent/ carer will be encouraged to request a leave of absence for their child at least **two weeks** in advance and to attempt to find alternative sites for the student to access Wi-Fi and the internet. Absences will not be granted for students from these communities under this code for reasons other than travel for occupational purposes.

8. SEND- and health-related absences

ADL recognises that students with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support students who find attending school difficult.

In line with the SEND Policy and Supporting Students with Medical Conditions Policy, ADL will ensure that reasonable adjustments are made for disabled students to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. ADL will secure additional support from external partners and the commissioning clients to help bolster attendance where appropriate.

Where ADL has concerns that a student's non-attendance may be related to mental health issues, parent/ carer/ clients will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a student that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All students will be supported with their mental health in accordance with ADL's Social, Emotional and Mental Health (SEMH) Policy.

If a student is unable to attend school for long periods of time due to their health, ADL will:

- Inform with the commissioning client if a student is likely to be away from ADL for more than 15 school days.
- Provide the commissioning client with information about the student's needs, capabilities and the available programme of work that can be provided to the student during their absence
- Help the student reintegrate back at ADL when they return.
- Make sure the student is kept informed about ADL events and the common room.
- Encourage the student to stay in contact with other students during their absence.

ADL will incorporate dynamic action plans to help any students with SEND and/or health issues cope with the stress and anxiety that attending ADL may cause them. Such plans will be regularly monitored and reviewed by the student's key teacher until the student is attending ADL as normal and there has been signs of significant improvement.

To support the attendance of students with SEND and/or health issues, ADL will consider:

- Holding termly key teacher meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying students' unmet needs through the Common Assessment Framework with liaison with the parent/ carer/client.
- Using an internal or external specialist.
- Enabling a student to have a reduced timetable.
- Implementing a system whereby students can request to leave a classroom if they feel they need time out.
- Phased returns to ADL where there has been a long absence.
- Where timetable allows – finding small group work or small group lessons.
- Tailored support to meet their individual needs.

Absence in exceptional circumstances

The new 'Y1-7' codes will be used for exceptional circumstances and will be collected by ADL for statistical purposes.

Truancy

Truancy will be considered as any absence of part, or all, of one or more ADL lessons during which ADL has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of students, and understand the importance of continuity in each student's learning.

Any student with permission to leave ADL during the day must notify their class teacher that they are "stepping away" and notify their class teacher on their return.

If truancy is suspected, the [headteacher/ student's key teacher](#) is notified via our "Nevers and Nothings" Report and Weekly Subject Department meetings, and they will contact the parent/ carer/ client in order to assess the reasons behind the student not attending school.

Missing children

Students are not be permitted to leave ADL classes unless they have permission from their parent/ carer/ client which has been notified in advance.

Where students are missing from any ADL lesson:

- The class teacher will mark the lesson register within the first 10mins of the lesson; and
- ADL's attendance officer will send email absence alerts/ Parental Notifications to all parent/ carer/ client contacts for the child and will share the collation of responses with the student's key teacher. Notifying the teaching team through the [TEAMS Student Information chat](#).

Attendance intervention

In order to ensure ADL has effective procedures for managing absence, the attendance officer, supported by the SLT, will:

- Establish with the [Head of Pastoral/ Key teachers](#) escalation procedures which will be initiated before absence becomes a problem by:
 - Sending absence alerts to parent/ carer/ clients.
 - Helping to provide the weekly report excel summary to all staff for key teacher investigation
 - Working with the Head of Pastoral/ Key Teachers to contact parent/ carers/ clients for those students where attendance is an issue.
 - Engaging with commissioning clients attendance teams where invited
 - Engaging with LA attendance teams where invited.

ADL will use attendance data, in line with the '[Monitoring and analysing absence](#)' section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging. These

strategies will be developed on a case-by-case basis, and will consider the particular needs of the students for whom the intervention is designed to target.

ADL will aim to improve attendance in the overall school cohort by acknowledging good attendance in the following ways:

- **End of Term attendance certificates**
- **Postcards home**

Working with parent/ carer/ clients to improve attendance

ADL will work to cultivate strong, respectful relationships with parent/ carer/ clients and work to build trust and engagement. Open and honest communication will be maintained with students and their families and commissioning clients about ADL expectations, attendance and performance so that they understand what to expect and what is expected of them.

ADL will liaise with other agencies working with students and their families to support attendance.

ADL will ensure that there are **two** sets of emergency contact details for each student wherever possible to ensure ADL has additional options for getting in touch with adults responsible for a student where the student is absent without notification or authorisation.

ADL will ensure that parent/ carer/ clients are aware of their legal duty to ensure that their child attends education regularly and will advocate for their child's legal right to a full-time education – parent/ carer/ clients will be made aware that this means their child should attend school/ education provision every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher/ commissioning client in advance.

ADL will regularly inform parent/ carer/ clients about their child's levels of attendance, absence and punctuality, and will ensure that parent/ carer/ clients are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally. ²

If a pattern of absence becomes problematic, the student's **key teacher** will work collaboratively with the student and their parent/ carer to improve attendance by addressing the specific barriers that prevent the student from being able to attend school regularly. ADL will always take into consideration the sensitivity of some of the reasons for student absence and will always approach families to offer support.

Where these barriers are related to the student's experience in school, e.g. bullying, the key teachers will work with any relevant commissioning client and ADL colleagues, e.g. the DSL and SENCO, to address this. Where the barriers are outside of ADL's control, e.g. they are related to issues within the student's family, the **key teacher** will liaise with any relevant external agencies or authorities, e.g.

² **As per ADL's weekly reports found in our Reporting Portal and we issue a summary weekly report to those larger LA/ commissioning clients upon request**

children's social care or the LA, and will encourage parent/ carer/ clients to access support that they may need.

14. Persistent Absenteeism (PA)

There are various groups of students who may be vulnerable to high absence and PA, such as:

- Children in need
- LAC
- Young carers
- Students who are eligible for FSM
- Students with EAL
- Students with SEND
- Students who have faced bullying and/or discrimination

ADL will ensure it provides support to students at risk of PA, in conjunction with the commissioning client and all relevant external authorities where necessary.

ADL will use a number of methods to help support students at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps in learning.
- Meeting with the student and their parent/ carer/ client to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading **regular key teacher** check-ins to review progress and assess the impact of support.
- Making regular contact with the student's parent/ carer/ client to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

ADL will focus particularly on students who have rates of absence over **60% percent³** and will work with the commissioning client and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these students are facing.

Often a student at risk of PA is also at increased risk of harm, ADL will work in conjunction with all relevant authorities, e.g. social services, to support the student in line with ADL's duty of care. ADL will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

³ Monitored weekly through our Nevers & Nothings Reports

Monitoring and analysing absence

The **attendance officer/ headteacher/ key teachers** will monitor and analyse attendance data **weekly** with a “**sense check**” and “**Nevers & Nothings**” to ensure that intervention and support is delivered quickly to address habitual absence at the first signs.

ADL will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- ADL cohort as a whole.
- Individual curriculum pathways
- Subject classes
- Year groups preparing for exams.
- Individual students.

The **attendance officer/ headteacher/ key teachers** will conduct thorough analysis of the above data on a **half-termly, termly and full-year** basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Subjects which have low lesson attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

Access to regular reports for staff across ADL to enable them to track the attendance of students and to implement attendance procedures is available via iSAMs and can be provided by the attendance officer and circulated weekly.

The management committee will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

ADL will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

Training of staff

ADL will recognise that early intervention can prevent poor attendance. As such, staff and in particular **key teacher** staff will receive training in identifying potentially at-risk students as part of their induction and refresher training.

The management committee will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will be offered regular and ongoing training as part of their CPD opportunities.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- ADL's strategies and procedures for monitoring and improving attendance
- ADL's procedures for multi-agency working to provide intensive support for students who need it

The management committee and headteacher will encourage attendance training to the attendance officer and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting students to overcome barriers to attendance where required.

Staff will receive training to ensure they understand that increased absence from ADL could indicate a safeguarding concern, and know how such concerns should be managed.

Monitoring and review

Attendance and punctuality will be monitored throughout the year. ADL's attendance target is **95 percent** – full details of ADL's absence levels can be found within iSAMs.

This policy will be reviewed every **three years** by the headteacher. The next scheduled review date for this policy is **November 2025**.

Any changes made to this policy will be communicated to all relevant stakeholders.

Possible Attendance Monitoring Procedures –

This needs consideration with SLT before we instigate any responses. I have attempted to start the list with what I believe we do now! The remaining points, I have amended for ADL but are up for discussion – once a decision has been made these can be deleted. Care needs to be exercised as “commissioning clients” currently hold the ultimate decisions on attendance and what they constitute as “acceptable”. Our current role is to encourage and evidence back to clients that we are proactive on attendance for safeguarding, value for money, appropriateness of service for each child. We can set our own attendance targets but need to be mindful of our student’s contexts. There are recommended %’s in all DfE/ Ofsted guidance – we need to tread with caution when specifically referencing %’s.

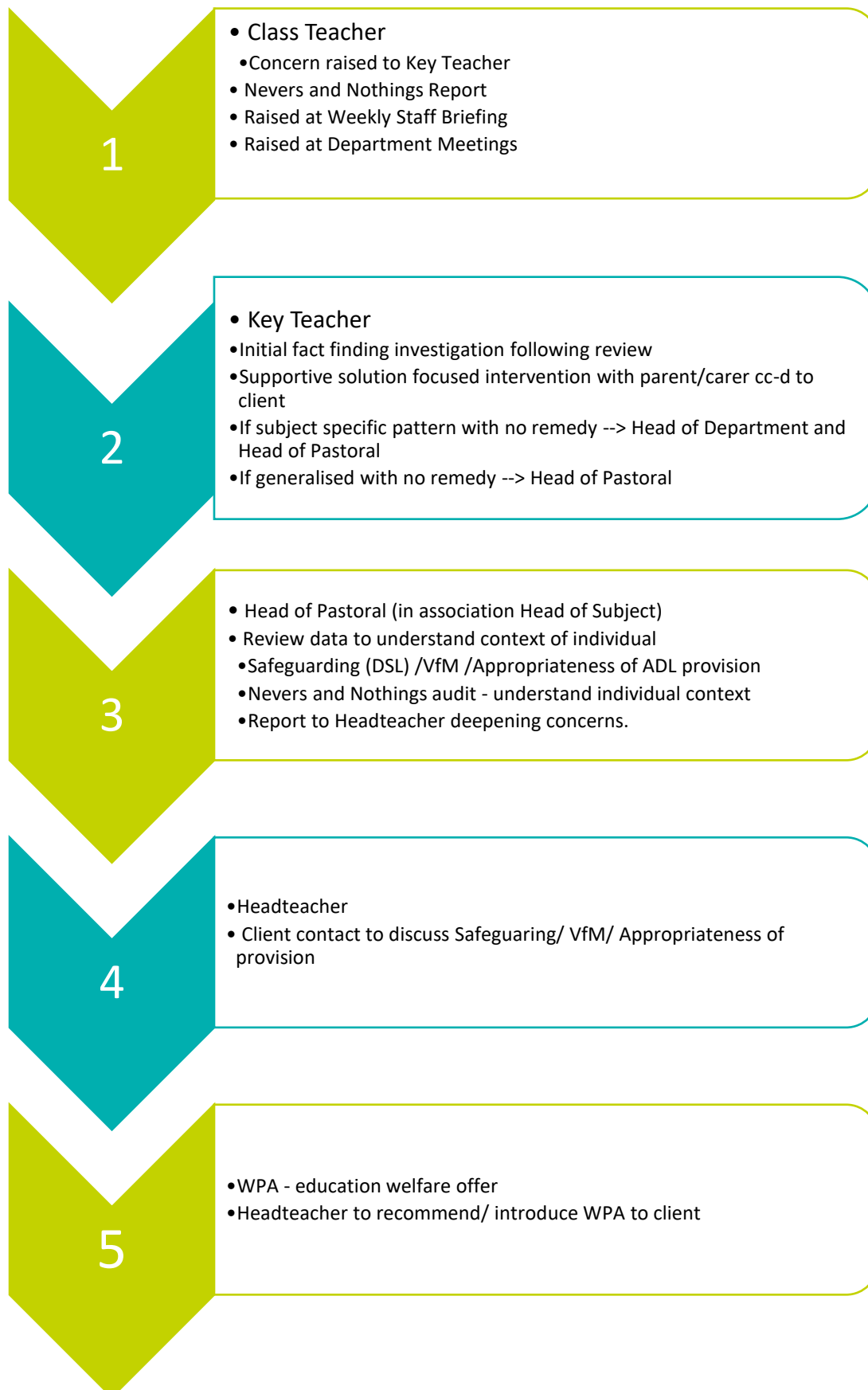
ADL Attendance Monitoring Procedures

1. Absence Alerts are sent to all Key Teachers sessionally
2. Parent Notification of Absence are sent to all student contacts sessionally – these are time sensitive notifications – which can only be sent post 59 minutes of the lesson commencement time.
3. Returned details are recorded in iSAMs by individual Key Teachers and added as Notes in the Registration Module (Live Register/ Period View/ “Red Bell” forward notifications)
4. Attendance concerns are also raised in Weekly Subject Department Meetings
5. Each week, a “Nevers and Nothings” report is produced. This is then followed by SLT to ensure full understanding of each child’s position.
6. Key Teachers are encouraged to monitor their key student attendance and to check in with parents/carers/clients as to low or lack of attendance at ADL passing any deeper concerns to the Head of Pastoral and/or Head of Subject as necessary
7. Key Teachers will be alerted to class teacher concerns regarding attendance and will review their key students attendance every week for those students where attendance is flagged as of concern, Key Teachers will make the initial contact with parent/ carer/ clients as a fact finding exercise and encourage attendance interventions – details to be recorded in iSAMs. If after a period, the student’s attendance has not been seen to improve, allowing for SEMH and medical needs issues, the key teacher will escalate to ADL’s Head of Pastoral and Heads of Subject if the attendance seems to relate to an individual subject area.
8. The weekly “Excel Report” pulled from iSAMs with attendance and all comments on is circulated to all SLT. The headteacher reviews each weekly report summary on a Friday and any whole staff audits and works with commissioning clients to ensure “value for money” and that ADL provision remains useful to the child/ parent/ carer.
9. Attendance will be discussed by Key Teachers with students during Key Teacher Meetings. Any attendance/punctuality trends noticed by Key Teachers should be passed immediately to the Head of Pastoral (HoP) – Helen Walker and to Head of Subject if the trend indicates a subject preference.

Care with %'s – see note above. Listed below are common mainstream responses to attendance percentages – discussion needed at SLT as to how far we can go with the current management of work loads.

10. Student attendance drops below 95 (65%??) percent – Head of Pastoral (HoP) or Key Teacher will speak to students to discuss any issues or problems to ascertain how ADL can help to improve their attendance. HoP or Key Teacher will make a phone call home, if applicable.
11. Student attendance drops below 93 percent (?? Different %??) – a letter will be sent home raising concerns that attendance has fallen below ADL target of 95 percent. The letter will also have a leaflet attached outlining how parent/ carer/ clients can work with ADL and their child to help improve attendance.
12. Student attendance drops below 90 percent (?? Different % ??)– a letter will be sent home explaining that a student's absence is now being monitored. AO will contact parent/ carer/ clients. Attendance monitored for two weeks. If attendance has not improved, then parent/ carer/ clients will be required to attend a meeting in school with their child's HOY. If parent/ carer/ clients are unwilling to co-operate, or genuinely unable to attend, a referral may be required to the local education welfare officer (EWO) who will then carry out a home visit.
13. If attendance has not improved within the two-week monitoring period (likely to be close to 85 percent or below), or if attendance has fallen rapidly, parent/ carer/ clients will be invited to either: a school attendance meeting with HOY, AO and EWO if appropriate, or a medical action planning meeting with ADL nurse, HOY, AO and SENCO. Provision will be discussed and targets will be set for raising attendance. This will be monitored over a further two-week period.
14. After the two-week monitoring period, if targets are met, a letter will be sent home from the leadership team to congratulate the student and the family. Monitoring and communication with the family will continue until attendance stabilises – if targets are not met, the HOY will make a referral to the EWO.
15. Education Welfare protocol – WPA involvement - will be followed and a parent/ carer/ cliental contract will be drawn up – there will be a four week monitoring period. No improvements in this time will result in a final written warning. If there is still no further improvement following this, then a fixed penalty notice will be issued.

Attendance Reporting Structure



Attendance Agreement

Referenced in the ADL Student Learning Agreement and ADL promises.