

MONKSEATON HIGH SCHOOL

ATTENDANCE & PUNCTUALITY POLICY

Status:

Statutory policy or document	Yes
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Agreed to publish on school website	Yes

Review:

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1. Overview

Monkseaton High School recognises the vital role good attendance and punctuality plays in a pupil's school life and academic achievement. Regular attendance and being punctual will help pupils in their adult lives by preparing them to enter the world of work. Good attendance at school will also help pupils to develop social skills, make friends, and help them to communicate well with others. We recognise that parents / carers have a strong role to play and that there is a need to establish strong home school links.

In order for this policy to be successful, every member of the school community must make attendance a high priority.

This policy applies to Monkseaton High School pupils and will take into consideration reasonable adjustments made to those pupils who need it to comply with the Equality Act and/or the SEND duties.

2. Why is attendance important?

The government is clear that pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. Absence from school will lead to gaps in knowledge and understanding and will eventually have an impact on exam grades. Evidence shows that good attendance is significantly correlated with higher performance and outcomes in examinations.

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

Good attendance and punctuality also help to prepare pupils to enter the world of work. Regular attendance is also important to develop communication and social skills and to maintain friendships.

What is the expectation?

All pupils should attend school every day for the full day. Across the school year (190 days) this would be reported as 100% attendance.

96% attendance is the **minimum** that we would expect. If attendance falls to 90% or below, pupils are classed by the government as being a persistent absentee. One day's absence from school means that 5 lessons have been missed.

Attendance percentages are not like examination results:

An attendance percentage needs to be 96%+ before it can be considered excellent. Consider the following examples over the course of a school year (190 days):

- 10 days absence = 95% attendance = 50 lessons missed
- 20 days absence = 89% attendance = 100 lessons missed
- 29 days absence = 85% attendance = 145 lessons missed
- 38 days absence = 80% attendance = 190 lessons missed
- 47 days absence = 75% attendance = 235 lessons missed

A guide to excellent attendance (the snake system):



3. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils.
- Promoting good attendance and the benefits of good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.

- Building strong relationships with families to make sure pupils have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

4. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/uksi/2006/1751/contents>[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

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

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

5. Roles and Responsibilities

5.1 The Governing Body

The Governing Body is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers.
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register and shares the required information with the DfE and local authority.
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure the school has high aspirations for all pupils but adapts processes and support to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs.

- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance.
 - That absence is almost always a symptom of wider issues.
 - The school's legal requirements for keeping registers.
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate.
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.

5.2 The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to Governors.
- Supporting staff with monitoring the attendance of individual pupils.
- Monitoring the impact of any implemented attendance strategies.
- Issuing fixed-penalty notices, where necessary, and/or authorising another member of senior staff to be able to do so.
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers.
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs.
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels.
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times.
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days.
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness.

Day to day management of these responsibilities may be delegated to other appropriate members of staff.

5.3 The Designated Senior Leader responsible for attendance

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

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

- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff.
- Liaising with pupils, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers.
- Delivering targeted intervention and support to pupils and families.

The designated senior leader responsible for attendance at Monkseaton High School is the Headteacher.

5.4 The Attendance Administration Assistant (Attendance Admin)

The Attendance Admin is responsible for:

- Taking calls / emails from parents/carers about absence on a day-to-day basis and recording it on the school system.
- Transferring enquiries from parents/carers to the Pastoral Team where appropriate, in order to provide more detailed support on attendance.
- Monitoring and analysing attendance data.
- Benchmarking attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance.
- Working with education welfare officers and other appropriate partners to tackle persistent absence.
- Advising the Headteacher / Local Authority when to issue fixed-penalty notices.

The Attendance Admin and can be contacted via email at attendance@monkseaton.org.uk or by telephoning 0191 2979700

5.5 Form Tutors / Class Teachers

Form Tutors (AM) and Class Teachers (PM) are responsible for recording attendance for morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office on the same day (ideally within 30 minutes of the start of the session).

5.6 Parents / Carers

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not.
- All those who have parental responsibility for a child or young person.
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them).

Parents / Carers are expected to:

- Make sure their child attends every day on time.
- Call / email the school to report their child's absence before 08:30 on the first day of the absence and each subsequent day of absence and advise when they are expected to return.

- Provide the school with more than one emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Keep to any attendance contracts / attendance action plans that they make with the school and/or local authority.
- Seek support, where necessary, for maintaining good attendance, by contacting the Year Leader via the school office on 0191 2979700 or office@monkseaton.org.uk .

5.7 Pupils

Pupils are expected to attend school every day and every timetabled session, on time.

6. Recording attendance

6.1 Attendance Register

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

- The original entry.
- The amended entry.
- The reason for the amendment.
- The date on which the amendment was made.
- The name and position of the person who made the amendment.

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not.
- The nature of the activity, where a pupil is attending an approved educational activity.
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances.

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

The school day starts at 08:45 and ends at 15:15.

Pupils must arrive in school by 08:45 on each school day.

The register for the first session will be taken at 08:50 and will be kept open until 09:20. The register for the second session will be taken at 13:15 and will be kept open until 13:45.

6.2 Unplanned absence

The pupil's parent / carer must notify the school of the reason for the absence on the first day of an unplanned absence by 08:30, or as soon as practically possible, by calling the school office on 0191 2979700 or emailing attendance@monkseaton.org.uk .

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness. Where a pupil is placed in an A Star Attendance Stage (see below) / where a pupil is classed as persistently or severely absent medical evidence may be requested to support the absence.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents / carers will be notified of this.

6.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent / carer notifies the school in advance of the appointment by calling the school office on 0191 2979700 or emailing attendance@monkseaton.org.uk .

However, we encourage parents / carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent / carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 7.1 to find out which term-time absences the school can authorise.

6.4 Lateness and punctuality

Pupils are expected to attend school punctually every day. We appreciate that there may be occasional instances where lateness may occur due to circumstances outside of the pupil's control. Should this be the case, parents / carers should inform the school by calling the school office on 0191 2979700 or emailing attendance@monkseaton.org.uk .

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code (L).
- After the register has closed will be marked as absent, using the appropriate code (U).

Tutors will issue a P3 call back (10 minutes) if a pupil is late during tutorial. If a pupil is late after tutorial (after 9.10am) the Attendance Admin will issue a whole school detention (45 minutes) a text message will be sent home to parents / carers and the lateness recorded on SIMS. Repeated failure to attend school on time will result in parental phone calls and further possible intervention including the use of fixed penalty notices.

6.5 Following up unexplained absences

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

- Send a text message to the pupil's parent / carer on the morning of the first day of unexplained absence, asking them to call the school regarding the absence.
 - If no reason is provided for the absence, call the pupil's parent / carer on the day of the first day of unexplained absence to ascertain the reason.
 - If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit and where necessary contact the police / social services.
 - If we still do not have a reason for the absence, a letter will be sent to the pupil's parent / carer requesting for a reason to be provided.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent.
- Call the parent / carer on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary.
 - If absence continues, the school will consider involving an education welfare officer.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer.
- Where appropriate, offer support to the pupil and/or their parents / carers to improve attendance.
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with, refer to the local authority who may issue a notice to improve, penalty notice or take other legal intervention as appropriate.

6.6 Reporting to parents / carers

The school will regularly inform parents / carers about their child's attendance and absence levels. Parents / carers can also view pupil's current attendance via Class Charts.

7. Authorised and unauthorised absence

7.1 Approval for term-time absence

The Headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad.
- Attending an interview.
- Study leave.
- A temporary, time-limited, part-time timetable.
- Exceptional circumstances.

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

We define 'exceptional circumstances' as one-off events which are unavoidable. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, using the leave of absence request form, available from the school office or from the school website. The Headteacher may require evidence to support any request for leave of absence. If a pupil is over compulsory school age (e.g. sixth form), leave can be requested or agreed by the pupil or a parent / carer they normally live with.

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

- Illness* (including mental-health illness) and medical/dental appointments.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) / carer(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.
- Parent(s) / Carer(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made).

*Schools are not expected to routinely request that parents / carers provide medical evidence to support illness absences. In the majority of cases a parent / carer's notification that their child is too ill to attend school will be accepted without question or concern. Only where the school has genuine and reasonable doubt about the authenticity of the illness will medical evidence be requested to support the absence. Where a pupil is placed in an A Star Attendance Stage (see below) / where a pupil is classed as persistently or severely absent medical evidence may be requested to support the absence.

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.
- Attending another school at which the pupil is also registered (dual registration).
- Attending provision arranged by the local authority.
- Attending work experience.
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

Unauthorised absences include (but are not limited to):

- Parents / carers keeping children off school unnecessarily.

- Absences which have never been properly explained.
- Shopping trips.
- Birthdays.
- Day trips / holidays during term time.
- Parent / carer looking after other children so child unable to come to school.
- Childcare / babysitting.
- Tiredness.

Absence from lessons

It is crucial that pupils attend all timetabled lessons when they are in school. Not attending lessons whilst marked present at school, unless there is a valid reason, will be classed as internal truancy and dealt with under the behaviour policy.

7.2 Sanctions

Monkseaton High School will make use of the full range of potential sanctions – including but not limited to those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty Notices

School may refer to the Local Authority who will issue Penalty Notices in respect of unauthorised absence in accordance with the local code of conduct. The local authority can fine parents / carers for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

Before referring a case to the local authority, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks).
- Whether a penalty notice is the best available tool to improve attendance for that pupil.
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

Each parent / carer who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent(s) / carer(s) who allowed the absence.

The payment must be made directly to the local authority. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent / carer must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent / carer in respect of the same pupil, the parent / carer must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent / carer in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents / carers allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents / carers that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

Notices to improve

If the national threshold has been met and support is appropriate, but parents / carers do not engage with offers of support, the school / local authority may offer a notice to improve to give parents / carers a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences.
- The benefits of regular attendance and the duty of parents / carers under [section 7 of the Education Act 1996](#).
- Details of the support provided so far.
- Opportunities for further support, or to access previously provided support that was not engaged with.
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.
- A clear timeframe of between 3 and 6 weeks for the improvement period.
- The grounds on which a penalty notice may be issued before the end of the improvement period.

Where intervention by the school and the local authority fails to bring about an improvement in attendance, legal action in the Magistrates' Court may be taken:

- The school will provide the local authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court; this is to ensure that parents / carers realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.
- Section 44 of the Education Act 1996 states that if a parent / carer fails to ensure regular school attendance of their child if they are a registered pupil at a school and of compulsory school age, then they are guilty of an offence.
- A parent / carer found guilty of this offence can be fined up to £2,500 and / or be imprisoned for a period of three months.

8. Strategies for promoting attendance

8.1 Encouraging and celebrating good attendance

Every pupil has an aim of having 96%+ attendance as a minimum. There is evidence to show that good attendance is significantly correlated with higher performance and outcomes in examinations. It is important that all our pupils attend school as much as possible to ensure that they are able to fully succeed with their learning and the opportunities presented to them.

% of Pupils achieving five 9-4 grades including English and Maths	Attendance	
65%	100%-96%	Excellent / Good Attendance
62%	95.9%-94%	Satisfactory Attendance
58%	93.9%-90%	Concern
38%	89.9%-80%	
20%	79.9%-70%	Significant Concern
12%	69.9% - 50%	
5%	49.9% and less	

We believe in celebrating the success of our pupils and this includes attendance:

- A draw will be made fortnightly to award a pupil in each year group for 100% attendance.
- Each half term all pupils with 100% attendance for the term will receive a certificate and 10 Class Chart points.
- Each half term the pupil in each year group with the most improved attendance will receive a certificate and 5 Class Chart points.
- Tutors will be informed weekly of the attendance percentage of their registration group. Pupils will receive their attendance each week in tutorial so they can reflect on their current attendance.
- Prizes will be awarded aligned with attendance initiatives at various times of the year e.g. "15 days of Christmas", "summer challenge", "make every Monday".

8.2 Supporting improved attendance

We recognise that poor attendance is often a sign that there are more serious issues going on in a child's life. This may be linked to problems at home or in school. Parents / carers should make school aware of any difficulties or changes in circumstances that may affect their child's attendance or behaviour in school e.g. bereavement, divorce / separation, incidents of domestic abuse etc. This will help the school identify any additional support that may be required.

We also recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, migrant and refugee pupils and looked after children.

Strategies used to support improved attendance may include:

- Discussions with parents / carers and pupils.
- School attendance contracts / Attendance action plans.
- Attendance / punctuality report cards.
- Referrals to support agencies.
- Mentoring / counselling.
- Pupil voice activities.
- PSHE.
- Family learning.
- Reward systems (see above).
- Time limited part time timetables.
- Additional learning support.
- Additional behaviour support.
- Use of the inclusion room.
- Reintegration support packages.

- Referral to Family Liaison Partner / Family Gateway or other appropriate agencies.

Where parents / carers fail or refuse to engage with the support offered and further unauthorised absence occurs, we will refer to the local authority and the use of legal sanctions will be considered.

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the Governing Body.

9.2 Analysing attendance

The school will:

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

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis.
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families.
- Provide regular attendance reports to Tutors, to facilitate discussions with pupils and families, and to the Governing Body and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.

- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

9.4 A Star Attendance

The school uses online attendance software – A Star Attendance – to analyse attendance data and take appropriate action. A Star alerts school when a pupil's attendance falls below the school threshold of 95% (the school threshold will be phased in over the first half term of each academic year).

Stage 1

Pupils are identified for Stage 1 actions when:

- Their attendance is under 95% **and** they have been absent in the last 10 school days.

Action taken at Stage 1:

- Stage 1 letter sent to parents / carers encouraging them to support their child's attendance and offering them support.

Stage 2

Pupils are identified for Stage 2 actions when:

- They have been issued with a Stage 1 letter.
- 10 school days have passed since issuing the Stage 1 letter and their attendance is still under 95%.
- They have been absent in the last 10 school days.

Action taken at Stage 2:

- Stage 2 letter sent to parents / carers informing them that their child's attendance has failed to significantly improve and that their child will now be on a 10-day monitoring period and offering support.
- Pupil's attendance is monitored for 10 days.

Stage 3

Pupils are identified for Stage 3 actions when:

- They have been issued with a Stage 1 and a Stage 2 letter.
- 10 school days have passed since issuing the Stage 2 letter and their attendance is still under 95%.
- They have been absent in the last 10 school days.

Action taken at Stage 3:

- Stage 3 letter sent to parents / carers explaining that their child has been absent in the 10 day monitoring period and inviting them to an Attendance meeting with Pastoral Staff.
 - If the first arranged meeting is not attended, a second meeting will be arranged.

- If the second arranged meeting is not attended, the student will begin the 20 day monitoring period without an agreed action plan. An Early Help Assessment will be offered to the parents / carers.
- 20 day Attendance Action Plan issued detailing current and target attendance (the 20 days start at the beginning of the next school week).
- Attendance meeting arranged with pupil, parent / carer and pastoral staff (e.g. Year Leader, Pastoral Leader, SLT).
 - The aim of attendance meeting is to:
 - Discuss the pupil's attendance.
 - Identify any barriers to attendance.
 - Propose solutions to overcome barriers to attendance.
 - Offer appropriate early intervention
 - Confirm the details of the Attendance Action Plan.
- Pupil's attendance is monitored for up to 20 school days.
 - Within the first 10 school days if the pupil has any unauthorised absence, the Attendance Action Plan has failed and the pupil progresses to Stage 4. If the pupil has no unauthorised absence within the first 10 school days, they remain at Stage 3 for a further 10 school days.
 - Within the second 10 school days if the pupil has any unauthorised absence, the Attendance Action Plan has failed and the pupil progresses to Stage 4. If the pupil has no unauthorised absence within the first 10 school days, they return to Stage 2.

Stage 4

Pupils are identified for Stage 4 actions when:

- They have been issued with a Stage 1, Stage 2 and a Stage 3 letter.
- They have failed their Attendance Action Plan by having unauthorised absence during the 20-school day period.

Action taken at Stage 4:

- Stage 4 letter sent to parents / carers explaining that their child's attendance is still causing concern and that the matter is being referred to the local authority.
- Referral made to the local authority.
 - The Pastoral Team will determine whether a Section 19 or an Attendance and Placement referral is most appropriate.

Pupils remain at Stage 4 until the local authority confirm that all actions have been completed.

In exceptional circumstances pupils may be omitted from entering or progressing through the stages for a fixed period of time. Pupils may also be advanced more quickly through the stages if there are serious concerns or there has been a sudden change in attendance patterns.

Home Visits

A Star also identifies pupils who are eligible for a home visit.

1. A standard home visit may be made when parents / carers have received a stage letter, the pupil's attendance remains under the threshold and there have been further absences. A standard home visit may be made via a phone call if appropriate.

2. A welfare home visit will be made when a pupil has either been absent for 3 days with no contact from home or absent for 10 days even if contact has been made.

10. Persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education.
- Communicate regularly* with the parents / carers of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school.
 - Listen, and understand barriers to attendance.
 - Explain the help that is available.
 - Explain the potential consequences of, and sanctions for, persistent and severe absence.
 - Review any existing actions or interventions.
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence.
- Implement sanctions, where necessary.

*Meetings / letters / phone calls/ home visits to support persistently or severely absent pupils may be held in addition to any actions taken through the A Star Attendance stage system.

Where a student is absent for 15 or more days within an academic year due to illness (either mental or physical) a Section 19 referral may be made to the Local Authority requesting that alternative provision is made for the pupil. Before the Section 19 referral can be made the school must be able to demonstrate that appropriate support has been offered to the family this may include (but is not limited to):

- A Star stage letters.
- Records of phone calls.
- Attendance meetings.
- Attendance action plans.
- Referrals to other agencies.

11. Children missing in education

A child missing education (CME) is defined as a child or young person of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately, at home or in alternative provision) and who have been out of any educational provision for a substantial period of time (usually agreed as four weeks or more).

It is a key responsibility of the Local Authority and the schools within it, to safeguard all the children resident in North Tyneside or attending North Tyneside schools. The LA and its schools will protect the children in the borough by ensuring they are all on a school roll, or known to be home educated and that children do not get 'lost' off school rolls and become 'missing'.

The most common reasons nationally for children and young people being missing from school are:

- Fail to start appropriate provision and hence never enter the system.
- Cease to attend as a result of exclusion.
- Fail to complete a transition between providers (e.g. being unable to find a suitable school place after moving to a new LA).
- Frequent moves of home, including periods of homelessness or periods in a refuge.
- Family breakdown or bereavement.
- Persistent truancy leading to non-attendance.
- Disaffection resulting in pupil and/or parent / carer dissatisfaction with the school and the parent / carer withdrawing the pupil or being 'asked to leave'.
- Young people who have committed offences.
- Children living in women's refuges.
- Children of homeless families; perhaps living in temporary accommodation.
- Children who have run away from home.
- Children with long term medical or emotional problems.
- Unaccompanied asylum seekers and refugees, or children of asylum-seeking families.
- Children from transient families.

Research indicates certain groups of children are more likely to be affected by the factors listed above and include:

- Looked After Children (LAC);
- refugee and asylum-seeking children;
- Travellers;
- children who have suffered bereavement, trauma, domestic violence or other adverse family circumstances;
- children with Special Educational Needs (SEN).

The LA has a legal duty to identify when there are CME and help them back into education. For the full details of the roles and responsibilities of both schools and the LA. Please read [North Tyneside LA CME information, Policy and Procedures.](#)

At Monkseaton High School we will undertake our responsibilities and demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing' through the following mechanisms:

Attendance Monitoring:

- Attendance is monitored daily to identify any pupils not in school. Parents/carers of any absent pupils are contacted to find out the reason why.
- After every holiday, the parents / carers of any absent children are immediately contacted to ensure the children have not gone on unauthorised extended leave.

- Any requests for extended leave in school time are refused/not authorised, unless emergency or exceptional circumstances, for example, bereavement. In all cases parents / carers are asked to provide a return date and if possible, copies of flight details etc.
- Any parents/carers requesting special leave must do so through a leave of absence request. Forms are available from the school office or the school website.
- If a parent / carer informs the school after taking leave, the LA will be informed.
- Following any unexplained absence from school for a prolonged period, or failure to return from a holiday, the school will investigate the pupil absence via telephone calls, letters, invitations to meetings at the school. If, after two weeks, the pupil does not return to school the matter will be referred to the LA Attendance and Placement Service.

Admission to School

- When a pupil is expected to join the school, either at a normal time of starting (e.g year 9) or at any other time, and they do not arrive, the school will try to make contact with the parents / carers by phone or letter. If, after one week, no contact has been made the school will inform the local authority Admissions Team to find out if the pupil has been registered elsewhere. After two weeks the school will complete a referral to the Attendance and Placement Service who will follow the procedures for locating missing pupils. The pupil must not be removed from school roll until the Officer responsible has ascertained the pupil's whereabouts and safety, and has confirmed that the pupil is registered at another school or is being educated otherwise.
- We will notify the local authority within five days of adding or removing a pupil's name to / from the admission register at a non-standard transition point. When a child is removed from a school roll we will inform the Attendance and Placement Service by including the pupil on the weekly return.
- In the event of a pupil moving to another school the name of the school must be indicated and the pupil's records will be sent to the new school within 15 days.
- In the event of a parent / carer informing us that s/he is removing the pupil to educate him/her at home, we will inform the Officer with responsibility for Elective Home Education, through the Attendance and Placement Service. The pupil's details will be recorded and arrangements will be made by the LA to advise the parent / carer of their responsibilities and to make every effort to gather information to confirm that the child is receiving suitable education.
- If a pupil is a resident of another Local Authority we will notify the home Authority of any of the circumstances above, in line with North Tyneside's Protocols that cover cross-borough issues with pupils

Exclusion from School:

Leaders will inform the LA Attendance and Placement Service of any exclusions from school (both permanent and fixed term). School will follow the statutory DfE guidance on suspensions and exclusions. We will work closely with the School Support Team (SST) throughout this.

11. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and / or DfE is updated, and as a minimum every year where it will be approved by the Governing Body.

Appendix A. Attendance Codes

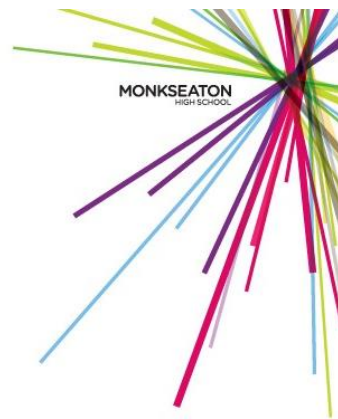
Code	Classification	Definition	Scenario	Notes
/	Attending	Present (am)	Pupil is present at morning registration	If a pupil leaves after registration, they should still be marked as present with a note on the register.
\	Attending	Present (pm)	Pupil is present during Period 3	If a pupil leaves after they have been registered, they should still be marked as present with a note on the register.
L	Attending	Late arrival before the register closed	Pupil arrives late to morning registration or late to Period 3.	The L code can only be used if the pupil arrives before 09:20 / 13:45. Pupils arriving after these times should be marked U.
K	Attending	Attending education provision provided by the local authority	Pupil is attending a place, other than the school, for educational provision arranged by the local authority .	<p>The K code can only be used if the provision is arranged by the local authority. If the provision is arranged by the school this should be recorded using codes P or B.</p> <p>The school should ensure that arrangements are in place whereby the education provider notifies the school of any absence of the pupil.</p>
V	Attending	Attending an educational trip or visit	Pupil is on an educational trip or visit.	<p>The trip or visit must be arranged by or on behalf of the school and supervised by a member of school staff.</p> <p>If the pupil does not attend the trip / visit they should be marked as absent using the relevant code.</p>
P	Attending	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school.	The P code should only be used for sporting activities taking place somewhere other than the school. Absence should be recorded as normal.
W	Attending	Attending work experience	Pupil is on a supervised work experience placement approved by the school.	<p>The school must be satisfied that appropriate measures have been taken to safeguard the pupil.</p> <p>The school should ensure that arrangements are in place whereby the provider notifies the school of any absence of the pupil.</p>
B	Attending	Attending any other approved educational activity	Pupil is attending a place other than the school for a supervised educational activity (that is not sporting or work experience) and has been approved by the school.	<p>The school must be satisfied that appropriate measures have been taken to safeguard the pupil.</p> <p>The school should ensure that arrangements are in place whereby the</p>

				<p>provider notifies the school of any absence of the pupil.</p> <p>The nature of the educational activity must also be recorded e.g. transition day at other school.</p>
C1	Authorised Absence	Participating in a regulated performance or undertaking regulated employment abroad.	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school.	The absence should only be approved if a license has been granted (other than when a license is not required because an exception applies).
M	Authorised Absence	Medical / dental appointment.	Pupil is at a medical or dental appointment.	<p>The absence must be approved in advance.</p> <p>If the pupil is present at registration (or P3) but then leaves to attend an appointment, no absence needs to be recorded.</p>
J1	Authorised Absence	Interview.	Pupil has an interview with a prospective employer / educational establishment.	The absence must be approved in advance.
S	Authorised Absence	Study leave.	Pupil has been granted leave of absence to study for a public examination.	<p>The absence must be approved in advance.</p> <p>Where study leave is granted by the school, provision must still be made for those pupils who want to come into school.</p>
X	Not a possible attendance	Not required to be in school	Pupil of non-compulsory school age is not required to attend.	The X code may be used when a 6 th form pupil's timetable does not require them to be on site for every session of the week. The times when a pupil is expected to attend but be agreed with parents / carers.
C2	Authorised Absence	Part time timetable.	Pupil is not in school due to having a part time timetable.	<p>Part time timetables should only be granted in very exceptional circumstances and should be temporary. The times when a pupil is expected to attend but be agreed with parents / carers.</p> <p>Where the student is receiving full time education but only part time at the school, the appropriate code (e.g D) should be used for the session where the pupil is not in school.</p>
D	Not a possible attendance	Dual registered.	Pupil is attending a session at another setting where they are also registered.	The setting at which the pupil is scheduled to attend must record the attendance / absence using the appropriate code.

				The school must have arrangements in place whereby all unexpected and unexplained absences are promptly followed up.
C	Authorised absence	Exceptional circumstances.	Pupil has been granted leave of absence due to exceptional circumstances .	<p>The absence must be approved in advance.</p> <p>Generally, the C code should not be used for term time holidays or other leisure activities.</p> <p>The C code may be used for pregnant pupils' maternity leave.</p>
T	Authorised absence	Parent / carer travelling for occupational purposes.	Pupil is a mobile child who is travelling with their parent(s) / carer(s) who are travelling for occupational purposes.	A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) / carer(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.
R	Authorised absence	Religious observance.	Pupil is taking part in a day of religious observance.	<p>The R code should only be used for days exclusively set apart for religious observance. As a general rule the parent(s) / carer(s) would be expected by the religious body to which they belong to stay away from their employment in order to record the occasion.</p> <p>Only the actual date of religious observance can be marked as R, surrounding days of absence would need a leave of absence (C code).</p>
I	Authorised absence	Illness (not medical or dental appointment).	Pupil is unable to attend due to illness (either related to physical or mental health).	Medical evidence is not required unless there is a genuine and reasonable doubt about the authenticity of the illness.
E	Authorised absence	Suspended or excluded.	Pupil has been suspended or excluded from school and no alternative provision has been made.	Alternative provision must be arranged from the 6 th consecutive day of any suspension or exclusion.
Q	Not a possible attendance	Lack of access arrangements.	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school.	Code Q is only used where the local authority have a legal duty to arrange home-to-school travel for the pupil and they have not done so.
Y1	Not a possible attendance	Transport not available.	Pupil is not able to attend because the school is not within walking distance of their home and the transport usually provided is not available.	Walking distance means 3 miles.
Y2	Not a possible attendance	Widespread disruption to travel.	Pupil is unable to attend due to widespread disruption to travel	

			caused by a local, national or international emergency.	
Y3	Not a possible attendance	Part of school premises closed.	Pupil is not able to attend because part of the premises is unavoidably out of use and they cannot practicably be accommodated in the part of the premises that remains open.	
Y4	Not a possible attendance	Whole school site unexpectedly closed.	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather).	The attendance register is not taken as usual, because the school is closed, every pupil receives a Y4 code.
Y5	Not a possible attendance	Criminal justice detention.	Pupil is unable to attend as they are: <ul style="list-style-type: none"> ○ In police detention ○ Remanded to youth detention, awaiting trial or sentencing, or ○ Detained under a sentence of detention. 	The school is expected to communicate with the pupil's Youth Offending Team worker while the pupil is in custody to discuss their educational needs, progress and return to school upon release.
Y6	Not a possible attendance	Public health guidance or law.	Pupil's travel to or attendance at school is prohibited under public health guidance or law.	The pupil is well enough to attend school, but there are Government rules or guidance to limit the spread of infection or disease which say they should not attend.
Y7	Not a possible attendance	Any other unavoidable cause.	To be used where an unavoidable cause is not covered by the other codes.	The Y7 code should only be used where something in the nature of an emergency has prevented the pupil from attending. The unavoidable cause must be something that affects the pupil, not the parent(s) / carer(s). The fact that a parent / carer has done all they can to secure the attendance of the pupil does not, in itself, mean the pupil has been prevented by an unavoidable cause.
G	Unauthorised absence	Holiday not granted by the school.	Pupil is absent for the purpose of a holiday, not approved by the school.	The school cannot grant leave of absence for a holiday retrospectively. If the parent / carer did not apply in advance, leave of absence should not be granted.
N	Unauthorised absence	Reason for absence not yet established.	Reason for absence has not been established before the register closes.	The correct absence code should be entered as soon as the reason is ascertained, but no more than 5 school days after the session. If no reason can be established with 5 school days the O code should be used.
O	Unauthorised absence	Absent in other or unknown circumstances.	Pupil is absent without authorisation and either no reason for absence has been established or the school is not satisfied that the reason given is one that would	The absence should be marked as N in the first instance if the reason is unknown, and then amended to O if no reason is provided.

			not be classified using another code.	
U	Unauthorised absence	Arrived in school after registration closed.	Pupil has arrived late, after the register has closed, but before the end of the session.	Registers close at: <ul style="list-style-type: none"> - 09:15 (morning) - 13:45 (afternoon)
Z	Administrative code	Prospective pupil not on admission register.	Pupil has not joined the school yet but has been registered.	The Z code is to enable schools to set up registers in advance of pupils joining the school.
#	Administrative code	Planned whole school closure.	Whole school closures that are known and planned in advance including holidays.	The # code is used for: <ul style="list-style-type: none"> - Days between terms. - Half terms. - Occasional days (e.g. bank holidays) - Training days. - Use of whole school as a polling station.



Appendix B. Example of A Star Stage 1 Letter

Stage 1

<Date>

<ParentalSalutation>
<FirstLineOfAddress>
<SecondLineOfAddress>
<PostCode>

Name: <LegalForename> <LegalSurname>

Class: <RegistrationGroup>

Attendance Period: <AttendancePeriod>

Dear <ParentalSalutation>,

I am contacting you to begin discussions about <LegalForename>'s attendance. I hope by reaching out you can help us to provide you with the correct support for <LegalForename>.

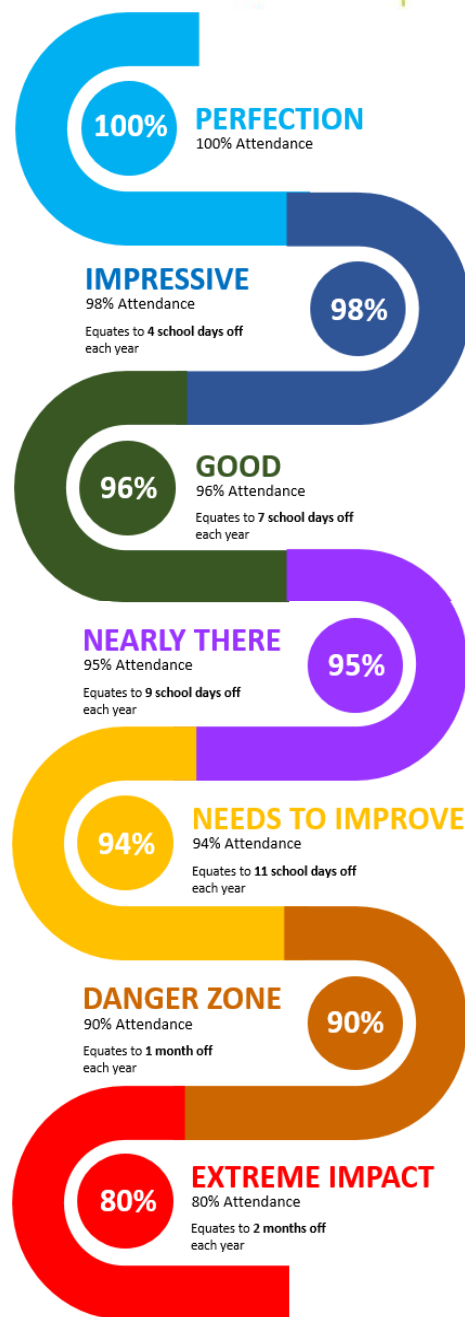
I understand that there are times when our students cannot come to school because they are really unwell and that's the right thing for them and other students. Often when students have mild illness, they can attend school. The NHS have provided guidance to help parents / carers decide whether to keep their children off school - [Is my child too ill for school? - NHS \(www.nhs.uk\)](http://www.nhs.uk).

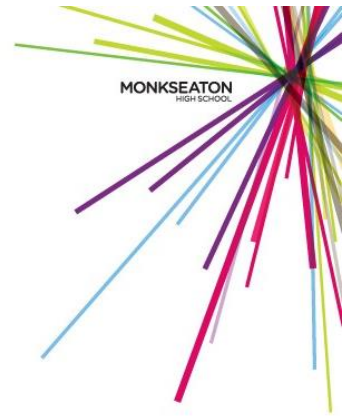
We use the snake system to monitor attendance. All students have an attendance target of 96% or above. When a student's attendance drops below 95% support is routinely offered to parents / carers. During our ongoing monitoring of attendance, I have noticed that <LegalForename>'s attendance is currently <PercentageAttendance>. My team and I want to work with you to ensure <LegalForename>'s attendance improves to meet the minimum expected level of 96% by giving any support we can. If student's name attendance does not improve, they will move to Stage 2 in our Attendance Monitoring programme.

I understand that there can be many reasons or individual circumstances as to why <LegalForename> has missed school. I would like to offer you support to help you and <LegalForename> address them. If <LegalForename> has any worries or barriers to attending, please do not hesitate to contact us. In the first instance, please email attendance@monkseaton.org.uk to request support.

Thank you for your cooperation and support with this matter.

Yours sincerely
Deon Krishnan
Acting Headteacher





Appendix C. Example of A Star Stage 2 Letter Stage 2

<Date>
<ParentalSalutation>
<FirstLineOfAddress>
<SecondLineOfAddress>
<PostCode>

Name: <LegalForename> <LegalSurname>

Class: <RegistrationGroup>

Attendance Period: <AttendancePeriod>

Dear <ParentalSalutation>,

We are contacting you again to offer support with your child's attendance.

We use the snake system to monitor attendance. All students have an attendance target of 96% or above. When a student's attendance drops below 95% support is routinely offered to parents / carers. Since I last wrote to you, <LegalForename>'s attendance has not significantly improved and is now <PercentageAttendance>%.

I understand that there are times our students cannot come to school because they are really unwell and that's the right thing for them and other students. Often when students have mild illness, they can attend school. The NHS have provided guidance to help parents / carers decide whether to keep their children off school - [Is my child too ill for school? - NHS \(www.nhs.uk\)](http://www.nhs.uk).

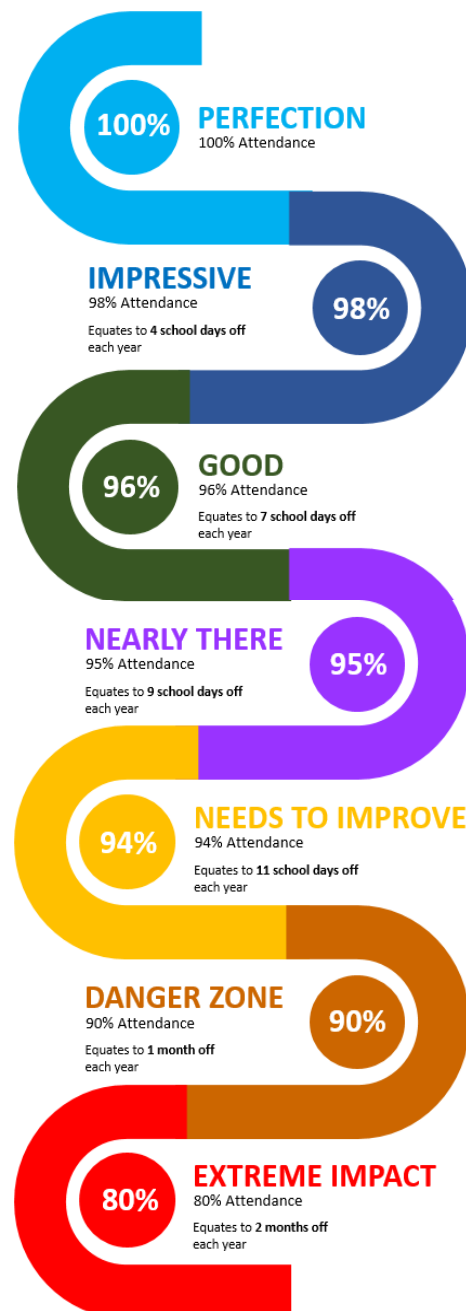
If your child has any worries or barriers to attending, please do not hesitate to contact us. I would like to offer you support to help you and your <LegalForename> address them. In the first instance, please email attendance@monkseaton.org.uk to request support. I am concerned that <LegalForename>'s absences may now be impacting their education. To put this into perspective 90% attendance is equivalent to missing 19 days of school per year.

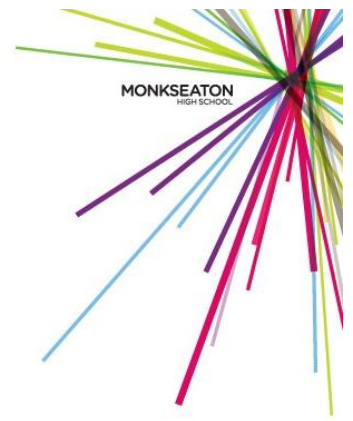
I must inform you that <LegalForename> is now in a 10-day attendance monitoring period. Any further unauthorised absence in this time will result in <LegalForename> moving onto the next stage in our attendance framework where you be invited to a meeting in school with our pastoral team.

Thank you for your cooperation and support with this matter.

Yours sincerely

Deon Krishnan
Acting Headteacher





Appendix D. Example of A Star Stage 3 Letter

<Date>

<ParentalSalutation>
<FirstLineOfAddress>
<SecondLineOfAddress>
<PostCode>

Name: <LegalForename> <LegalSurname>

Class: <RegistrationGroup>

Attendance Period: <AttendancePeriod>

Current Attendance:	<PercentageAttendance>%
----------------------------	-------------------------

Dear <ParentalSalutation> ,

<LegalForename> has been absent within the Stage Two 10-day attendance monitoring period. This letter is inviting you to an Attendance Meeting with our Pastoral Team which is arranged for XXX.

During this meeting <LegalForename>'s attendance will be discussed, any barriers to attendance identified and solutions offered.

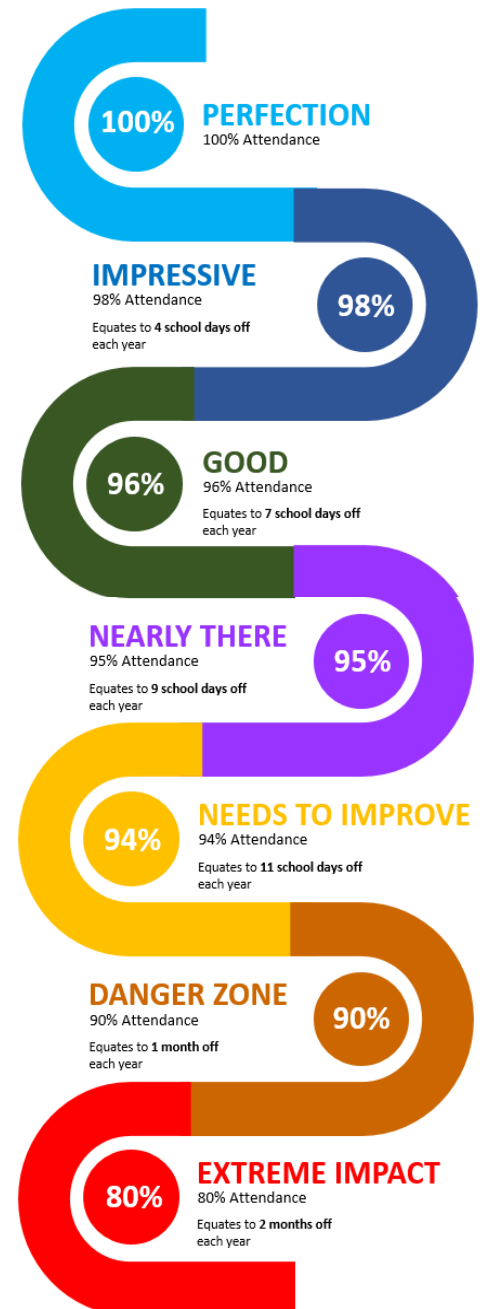
We would like to offer you some further support with <LegalForename>'s attendance perhaps with some early intervention with help from local services.

Please contact our main office before the meeting if you're unable to attend by emailing office@monkseaton.org.uk or by telephone on 0191 2979700.

Thank you for your cooperation and support with this matter.

Yours sincerely

Deon Krishnan
Acting Headteacher



Appendix E Attendance Action Plan (to be completed at Attendance Meeting)
Attendance Action Plan

Name of Child:	<LegalForename> <LegalSurname>
Address:	<ParentalSalutation> <FirstLineOfAddress> <SecondLineOfAddress> <PostCode>
Name of Parent/Carer:	<ParentalSalutation>
Name of school:	<SchoolName>

Current Attendance:	<PercentageAttendance> %
Date:	<Date>

Target Attendance:	100% within monitoring period
Monitoring period:	<MonitoringStartDate> to <MonitoringEndDate>

Additional information:	
--------------------------------	--

Signature on behalf of school:		Parent/Carer Signature:	
Name:		Name:	
Date:	<Date>	Date:	

What are the reasons for your child's absences this year?

How well do you think your child is doing in their studies at school?

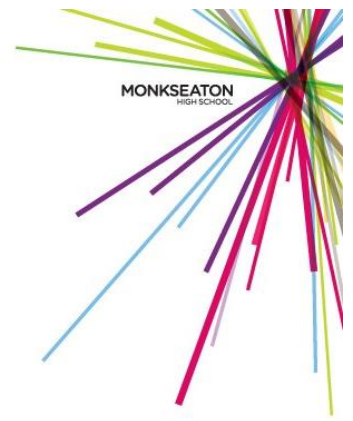
What are your child's views on their attendance and studies?

What are the barriers to your child attending school? (e.g. health issues, friendship issues, issues in class)

What can we do as a school to help you and your child in improving their attendance?

Agreed actions:

- Early Help referral
- Connect Mental Health referral
- Family Gateway referral
- Other _____



Appendix F. Example A Star Stage 4 Letter

Stage 3

<Date>

<ParentalSalutation>
<FirstLineOfAddress>
<SecondLineOfAddress>
<PostCode>

Name: <LegalForename> <LegalSurname>

Class: <RegistrationGroup>

Attendance Period: <AttendancePeriod>

Current Attendance:	<PercentageAttendance>%
----------------------------	-------------------------

Dear <ParentalSalutation>,

<LegalForename> has been absent within the Stage Two 10-day attendance monitoring period. This letter is inviting you to an Attendance Meeting with our Pastoral Team which is arranged for XXX.

During this meeting <LegalForename>'s attendance will be discussed, any barriers to attendance identified and solutions offered.

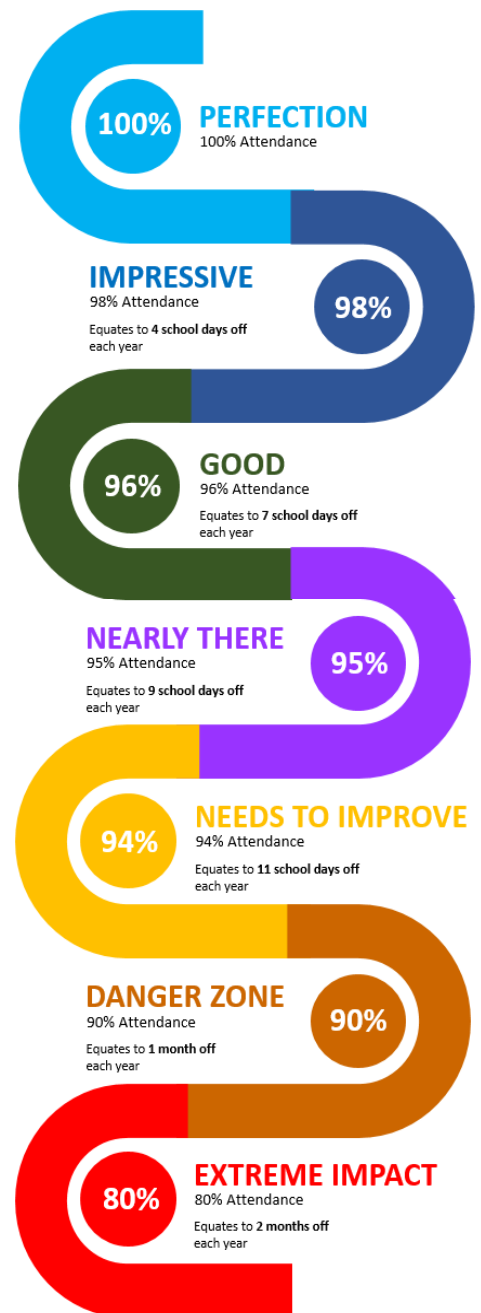
We would like to offer you some further support with <LegalForename>'s attendance perhaps with some early intervention with help from local services.

Please contact our main office before the meeting if you're unable to attend by emailing office@monkseaton.org.uk or by telephone on 0191 2979700.

Thank you for your cooperation and support with this matter.

Yours sincerely

Deon Krishnan
Acting Headteacher





Appendix G. Example First day absence letter

DATE

Parent / Carer Name

First Line Address

Second Line Address

Third Line Address

Postcode

Dear Parent / Carer Name,

RE: Student Name Form Class

According to our records, *<name of pupil>* has recently been absent from school. You will be aware that it is the parent's / carer's responsibility to notify the school on the first day of a pupil's absence to explain the reasons why they are unable to attend school and an expected date when they should return. Unfortunately, we have not received any contact from you.

I am therefore writing to you to give you an opportunity to explain the recent absence on **DATE**. Please email attendance@monkseaton.org.uk or call the school office on 0191 2979700 to explain the absence. Any absence that hasn't been explained within 5 days will be categorised as Unauthorised Absence.

Student Name's attendance is currently XX%.

It is important that you contact the school on your child's first day of absence and then **everyday** they remain absent from school.

We can support you and your child around any attendance issues you may have therefore please do not hesitate to contact us. If you wish to discuss this letter further, please contact me on email attendance@monkseaton.org.uk or call the school office on 0191 2979700

Yours sincerely

Mrs R Sareen

Attendance Officer

Appendix H: Referral for legal intervention

Pupil Details				
Name		DOB		
Address		Post Code		
School		Year Group		
Parents Names				
Title	First Name	Surname	Relationship	Address and contact number
Holiday in Term-Time				
Supporting documents attached				
Attendance certificate				
Copy of leave of absence request				
Copy of written response to leave of absence request				
Copy of letter informing the matter being referred to LA requesting PN				
Attendance/Punctuality				
General poor attendance				
Persistent lateness after registration closed				
Supporting documents attached				
Attendance certificate				
Copy of emails/calls to parent, notes/minutes of subsequent meetings regarding the non-attendance				
Copy of Letter's 1, 2, 3 and Letter 4 referring to the Local Authority & copies of Student Improvement Plan				
Additional Information: Other agencies involved: C - Current/ H- Historic/ A - Awaiting				
Early Help Assessment (EHA) YES/NO				

Equality Impact Assessment

1. Name of the change, strategy, project or policy:	Attendance policy		
2. Name of person completing this form:	Marie-Anne Dowson (Business Manager)		
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
Yes.			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
Equality Target Group (circle):	Negative impact – it could disadvantage	Reason/Mitigation against impact	
<i>Race</i>	<i>No evidence of negative impact</i>		
<i>Religion/belief</i>	<i>No Evidence of negative impact</i>		
<i>Disability</i>	<i>No Evidence of negative impact</i>		
<i>Gender</i>	<i>No Evidence of negative impact</i>		
<i>Gender</i>	<i>No evidence of negative impact</i>		
<i>Reassignment</i>	<i>No evidence of negative impact</i>		
<i>Sexual Orientation</i>	<i>No Evidence of negative impact</i>		
<i>Age</i>	<i>No Evidence of negative impact</i>		
<i>Pregnancy/Maternity</i>	<i>No Evidence of negative impact</i>		
<i>Marriage & Civil Partnerships</i>	<i>No Evidence of negative impact</i>		
5		Yes	No
(a) Is the impact legal/lawful?		N/A	N/A
(b) Is the impact intended?		N/A	N/A
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
No negative impact is anticipated from the implementation of this policy			

7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?

No.

8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?

School will ensure that its data collection is as accurate as possible to identify pupils that may have one or more equality characteristics to consider in any decision making.

PART B) To be completed when assessment and consultation has been carried out

9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action. NO

9b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection? NO

9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?

Yes	✓	No	Annually
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Signed:M-A Dowson.....

Date:14.11.24.....