

ATTENDANCE POLICY

Date of Adoption: September 2026
Date of last Review: September 2024
Date of next Review: September 2028

IncludEd Learning ATTENDANCE MODEL

190 days in school	**10** days absent **180** days in school	**19** days absent (almost 4 weeks missed) **171** days in school	**29** days absent (about half a term missed) **161** days in school	**38** days absent (8 weeks missed) **152** days in school	**47** days absent (Almost 10 weeks missed – over a quarter of the school year) **143** days in school
100% attendance	**95%** attendance	**90%** attendance	**85%** attendance	**80%** attendance	**75%** attendance
Excellent record	Good record	Needs to improve	Cause for concern	Poor	Very poor
Gives the best possible opportunity for success! You are likely to achieve your potential and meet or exceed your targets! Well done!		Gives less chance of success. You are less likely to achieve your potential and meet your targets.		Much less chance of success. You are unlikely to achieve your potential and meet your targets.	

95% – 100% Attendance Congratulations your child's attendance is excellent. If you are in this band you will be eligible for a range of rewards from trips and prizes.	IncludEd Learning:: ~ Will congratulate students for being in this band. Students will automatically have their names displayed on the attendance board.
93% – 955% Attendance Your child's attendance is slipping. They may have been ill. This is understandable. Your child must try to catch up on the work they have missed and work hard to improve their attendance over the coming weeks. You can improve their attendance by making sure that they visit their doctor or dentist out of school hours or by getting their morning or afternoon registration mark and by producing an appointment card/letter.	The Mentors:: ~ Will discuss with the student their attendance. Ensure the student is aware that their absence has been noted and that it is good to see that the student is back. ~ The mentor's will speak to the student on improving attendance. ~ Students who improve their attendance will be given certificates.
89 – 92% Attendance Your child's attendance has fallen below the national average for students in secondary schools in England. We will begin to discuss with you how to improve your child's attendance and will pass on attendance concerns to referring schools. Your child has a responsibility to discuss everything that is affecting their attendance with the staff team.	The Teaching Staff: ~ Will inform a student that they have responsibility for them. ~ Will contact home to discuss attendance with parents and ensure that the parent firmly understands the connection between attendance and attainment. Record the discussion in their personal file. ~ Will set a target and award a certificate to those students who improve attendance.
85 – 88% Attendance Your child's attendance has fallen below the national average for students in secondary schools in England and has become a serious concern. You will now formally be asked to attend a meeting in order to improve your child's attendance. Your child has a responsibility to discuss everything that is affecting their attendance.	The Head: ~ Will contact parents and arrange a meeting. ~ Will set an attendance target and discuss any support required. ~ Will congratulate students who have had improvements and give them a certificate for improved attendance.
80 – 84% Attendance Your child's attendance is unacceptable. You will be passed on to the Attendance Officer. Unless there are genuine reasons that are preventing your child from attending you may be prosecuted and the referring school's Attendance Officer will initiate a process that could lead to prosecution. A new parenting contract may be established or you may be taken to court and prosecuted for your child's non-attendance.	The Attendance Lead / Attendance Officer from the referring school: ~ Will conduct a home visit and discuss with the parent and student the concern. ~ Enable the parent and student to discuss the issues that affected attendance. ~ Enable a support package for the parent and or student. This may involve contacting outside agencies. ~ Enable the referring school to collate evidence for prosecution. ~ The outcome of the meeting will be recorded and placed in the student
0% – 79% Attendance Your child's attendance is totally unacceptable. They will not realise their potential, will gain fewer qualifications and will be less likely to gain entry to further education, training or employment. Unless there are genuine reasons that are preventing your child from attending you will be prosecuted.	The Attendance Officer will: ~ Monitor attendance and ensure safeguarding. ~ Work closely with the referring school's Traveller & LAC Coordinator, SENDCO and EAL Coordinator as well as with outside agencies to develop personalised intervention packages for identified groups of students. ~ Work with the referring school to initiate Fast Track Procedures & begin building case for prosecution. ~ Keep a record of all correspondence.

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Mission Statement

IncludEd Learning provides full time education for pupils who have an EHCP, are permanently excluded, or at risk of being permanently excluded from their mainstream high school/academy.

We offer a curriculum that combines a focus on core subjects (English, Maths, ICT, Science) with a wide range of enrichment through the art and vocational programmes to support our pupils' personal and social development.

Each pupil has an individual learning plan which is reviewed regularly. Targets for each pupil address learning needs, personal development and attendance as well as planning for next steps.

Pupils stay with us for varying lengths of time and are supported throughout transitions to new placements or schools where they are identified as the best long term setting for the pupil.

Excellent attendance is the single most important factor enabling us to provide the best support for pupils in achieving their personal goals and targets.

ATTENDANCE POLICY

1.0 Introduction

1.1 Regular school attendance is essential if children are to achieve their full potential.

1.2 IncludEd Learning believes that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who can realise their full potential and make a positive contribution to their community.

1.3 IncludEd Learning values all pupils. As set out in this policy, we will build strong relationships with families to ensure pupils have the support in place to attend school and identify the reasons for poor attendance.

1.4 IncludEd Learning recognises that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on admissions, safeguarding, anti-bullying, child protection, behaviour and inclusive learning. This policy takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Race Relations Act 2000.

1.5 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

2.0 Legal Framework

2.1 This policy is based on the Department for Education's (DfE's) statutory guidance 'Working together to improve school attendance (*effective from 19th August 2024)* and school attendance parental responsibility measures.

The guidance is based on the following 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 Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- School Census Guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3.0 Safeguarding

3.1 Every pupil should be able to learn in an enjoyable and safe environment and be protected from harm. We respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn and participate in all school activities in a relaxed and secure atmosphere.

3.2 Attending school regularly promotes the welfare and safety of children whilst they are not in the care of their parents/carers. Safeguarding is about offering early help and support to children and families and difficulties with attendance and lateness may be signs that something is worrying the child or that there are difficulties within the family. Poor or irregular attendance, persistent lateness, or children missing from education may be considered a safeguarding matter if this places a child at risk of harm.

3.3 Safeguarding the interests of each child is everyone's responsibility and within the context of this school; safeguarding and promoting the welfare and life opportunities for children encompasses: Attendance, Behaviour Management, Health and Safety, Access to the Curriculum and Anti- bullying, protecting children from abuse and neglect, online safety, radicalisation and extremism, FGM and CSE/CCE.

3.4 More information on safeguarding and the protection of children can be found in the schools Safeguarding and Child Protection Policy 2024

3.5 In order to allow us to safeguard the children in our care it is important that parents and carers provide the school and keep us up to date with their current contact details and provide at least three other contact numbers in case of emergency.

3.6 It is also important for parents to inform the school of any specific vulnerability in relation to their child or home circumstances.

4.0 **Categorising Absence**

Where pupils of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.

Absence can only be authorised by the Head and cannot be authorised by parents. All absences will be treated as unauthorised unless a satisfactory explanation for the pupil's absence has been received.

Parents must advise the school by telephone call to their child's learning centre on the first day of absence and provide the school with an expected date of return. This should be followed up in the form of a written note from the parent/carer, though verbal explanations may be acceptable where this is considered appropriate.

Absence will be categorised as follows:

4.0.1 **Illness** Parents may be asked to provide medical evidence to allow the head to authorise absence where appropriate. This will usually be in the form of an appointment card, prescription etc.

4.0.2 **Medical/Dental Appointments** Parents are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, pupils must attend school for part of the day. Parents must show the appointment card to school.

4.0.3 **Other Authorised Circumstances** This relates to where there is cause for absence due to exceptional circumstances.

4.0.4 **Suspended or Excluded (No alternative provision made)** Exclusion from attending school is counted as an authorised absence. The child's centre lead will make arrangements for work to be sent home.

4.0.5 **Religious Observance** IncludEd Learning acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends and this necessitates a consideration by written request by the parent of authorised absence. Up to two days may be authorised for RO.

4.0.6 **Study Leave** Study leave may be granted for Year 11 pupils approaching GCSE examinations. School will offer in school study programmes during this period to reduce absence levels.

4.0.7 **Traveller Absence** It is expected that Traveller children, in common with all other children, are to attend school as regularly and as frequently as possible *(see Appendix 2)*.

4.0.8 **Late Arrival** Registration begins at 9am. Pupils arriving after this time will be marked as present but arriving late (code L). The register will close at 9.30am. Pupils arriving after the close of register will be recorded as late (code U) this is not authorised.

On arrival after the close of register, pupils must immediately report to their centre reception area to ensure that screening procedures are carried out and we can be responsible for their health and safety whilst they are in school. The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment. The absence will be recorded as unauthorised if the pupil has arrived late without justifiable cause.

4.0.9 **Unauthorised absence -** Absence will not be authorised unless parents have provided a satisfactory explanation and that it has been accepted as such by the head.

- ➔ A full list of the Department for Education (DfE) Registration Codes can be found in Appendix 1. MSPRU Attendance management procedures can be found in Appendix 2.

- ➔ All requests for leave of absence in term, including holidays, will be responded to in writing. Holidays will not be authorised.

- ➔ If a pupil fails to return from a leave of absence and contact with the parents has not been made or received, school may take the pupil off the school's roll in compliance with the Education (Pupil Registration) (England) Regulations 2013. This means that the child will lose their school place.

- ➔ If the permission to take leave is not granted and the parent takes their child out of school the absence will be unauthorised. In such cases the school may request the local authority issue a Penalty Notice or consider other legal sanctions including prosecution in the magistrate's court. This will follow the Manchester Statutory Action Escalation Pathway.

5.0 Roles and Responsibilities

5.1 Advisory Panel:

The Advisory Panel is responsible for:

- ➔ Promoting the importance of school attendance across the school's policies and ethos
- ➔ Making sure school leaders fulfil expectations and statutory duties
- ➔ Regularly reviewing and challenging attendance data
- ➔ Monitoring attendance figures for the whole school
- ➔ Making sure staff receive adequate training on attendance
- ➔ Holding the head to account for the implementation of this policy
- ➔ Making sure that the schools attendance management system is delivered effectively
- ➔ Making sure the school has high aspirations for all pupils but adapts processes to pupils individual needs
- ➔ IncludEd's works in Partnership with Manchester Inclusive Alternative Provision Strategy (MIAPS).

5.2 **The Head of Centre**:

The Head is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to MIAPS
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Requesting statutory action in line with Manchester's Statutory Action Escalation Pathway or authorising A Kean - Assistant Head for Behaviour and Attitudes to do so.
- Ensuring effective communication between school, the Local Authority and parents/carers of pupils with Special Educational Needs (SEND) where there are barriers to attendance which relates to the pupils needs
- Following Manchester City Council's Children Missing Education (CME) Protocol when a pupil's whereabouts is unknown.

5.3 **The Designated Senior Leader Responsible for School Attendance:**
The designated Senior Leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff

The designated Senior Leader responsible for Attendance is Noreen Khan and can be contacted via 07380292211 – noreen@includedlearning.co.uk

5.4 **The Attendance Lead**:
The attendance lead is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with the local authority and other key stakeholders to tackle persistent and severe absence
- Liaising with the LA and referring schools as to when a request for statutory action in line with Manchester's Statutory Action Escalation Pathway is appropriate.

5.5 **Senior Mental Health Lead** for IncludEd Learning is Noreen Khan. IncludEd Learning have a mental health and wellbeing group comprised of senior leaders and colleagues across the school.

A Senior Mental Health Lead is responsible for:

- Strategic oversight for setting a whole school approach to mental health and wellbeing
- Promoting the health and wellbeing of children and young people in school
- Action taken aligned to Manchester's Emotional Barriers to School Attendance (EBSA) pathway (see Emotional Barriers to School Attendance Guidance

5.6 **Centre leads:**
Centre leads are responsible for:

- recording attendance on a daily basis, using the correct codes, and submitting this information to Arbor by 0am each day.

5.7 **Centre attendance leads / admin staff (where applicable):**
Centre attendance leads/admin staff are responsible for:

- Taking calls from parents and pupils about absence on a day-to-day basis and recording it on the school system (Arbor)
- Transferring calls from parents and pupils to the centre lead / pastoral officer / attendance team in order to provide them with more detailed support on attendance

5.8 **Parents/carers:** Parents/carers are expected to:

- Make sure their child attends every day, on time
- Call the school to report their child's absence before 9.30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day
- Engage with school support aimed at improving school attendance
- Seek support, where necessary, for maintaining good attendance by contacting Centre leads, centre pastoral support officers, key workers or the attendance team.

5.9 **Pupils**:
Pupils are expected to:

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

6.0 **Attendance Data**
Use of Attendance Data

The school will:

Monitor attendance and absence data half-termly, termly, and yearly across the school and at an individual pupil level.

Identify whether there are groups of children whose absences may be a cause for concern or particular cohorts of pupils where attendance is affecting their achievement/outcomes.

The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average and share this with the Advisory Panel.

6.1 **Analysing attendance data**

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

6.2 **Using data to improve attendance**

The school will:

- Provide regular attendance reports to centre leads, form tutors and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- 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.

6.3 **Reducing 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.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school

- Provide access and signposting to wider support services to remove the barriers to attendance
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Use individual student attendance journals to document escalation through IncludEd Learning's attendance management systems and share this with parents/guardians as absence thresholds are met
- Signpost and refer to additional agencies as part of IncludEd Learning's escalation through absence management thresholds in line with Manchester Local Authority statutory action escalation pathway.

7.0 Support Systems

7.1 School recognise that poor attendance is often an indication of difficulties and trauma in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and/or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required. It is expected that the child and their family work collaboratively with school to identify the anxiety-based school avoidance resources most appropriate for support and to accept the support that is offered or advised.

7.2 IncludEd Learning 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 children with a social worker.

7.3 The school will implement a range of strategies to support improved attendance for all pupils. Strategies used will include but are not restricted to :

Examples Include:

- Celebrating good and improving attendance
- Triaging of absence codes and appropriate signposting
- Home visits
- Learning centre action plans (LCAP)
- Attendance Panel
- Informal support meetings
- Referral to MSPRU APST
- Initiating an Early Help Assessment and/or referral to appropriate agencies such as M Thrive or Early Help Hubs

- Pupil and parent voice activities
- Use of Emotional Barriers to School Attendance pathway (EBSA)
- Trauma-informed approaches
- Time limited part time time-tables
- Inclusion Strategy Toolkit
- Reintegration support packages

7.4 If a pupil has an Education, Health & Care plan, IncludEd Learning will communicate with Manchester City Council EHCP Team at an early stage once they become aware of barriers to attendance that relate to the child's needs

7.5 Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, **IncludEd Learning may consider the use of legal sanctions following Manchester City Councils Code of Conduct.**

8.0 Legal Sanctions

8.1 IncludEd Learning 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

8.2 Manchester City Council, upon a request from school, can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice

8.3 Before requesting a legal sanction, 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 appropriate support has been put in place
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

8.5 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

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

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

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

Notice to Improve

8.9 If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, a Notice to Improve letter will be issued in line with processes set out in Manchester City Council's Code of Conduct. This will include a clear warning that a penalty notice may be issued if attendance doesn't improve within the monitoring period which will be up to 6 weeks. Sufficient improvement will be decided on a case-by-case basis.

Appendix 1 – Attendance Codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending at a place other than at school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registration	Pupil is attending a session at another setting where they are also registered
Absent – approved leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)

E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly	Every pupil absent as the school is closed closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: - In police detention - Remanded to youth detention, awaiting trial or sentencing, or - Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes (must be cleared at least weekly)
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Traveller Family Absence

To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act 1996, section 444(6), states that a Traveller parent is safe from prosecution if their child accrues 200 attendances (i.e. 200 half days) in the year preceding the absence. This applies only when the family proves it is engaged in a trade or business that requires it to travel and when the child is attending school as regularly as that trade permits.

When in or around Manchester, if a family can reasonably travel back to their Base School (see below) then the expectation is that their child will attend full-time.

IncludEd Learning will be regarded as the base school if it is the school where the child normally attends when they are not travelling. However, the pupil must have attended in the last 18 months. Traveller children can register at other schools temporarily while away from their base school, in such cases, the pupil's school place at xxx will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.

IncludEd Learning can only effectively operate as the child's base school if it is engaged in on- going dialogue with Traveller families. This means that parents must:

- ➔ advise of their forthcoming travelling patterns before they happen
- ➔ and inform the school regarding proposed return dates

IncludEd Learning will authorise absence of Traveller children if we are satisfied that a family is travelling for work or trade purposes and has given an indication that they intend to return.

Traveller children will be recorded as attending an approved educational activity when:

- ➔ The child is on roll and attending another visited school
- ➔ Undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service
- ➔ The child is undertaking computer-based distance learning that is time evidenced

Where Traveller children are registered pupils at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be investigated in the same way as that for any pupil and appropriate statutory action may be undertaken.

Appendix 3: Absence Management Procedure

A Graduated Approach

- School opens for breakfast at **08.45.** Registration takes place from **09.00 – 9.15am**.
- Students arriving after **9.15am are recorded as Late (L)** students arriving **after 9.30am are unauthorised (U)**
- All initial first day calling is made by centre leads. Phone call is the first method of contact to establish whereabouts of a student.
- All first day codes and comments to be recorded on Arbor **by 9.30am**
- N codes should be amended to the appropriate code when a reason for absence has been established. Accompanying comments need to be detailed and initialled by the staff member writing them. (Eg Spoke to Mum ** has a migraine and is in bed VOL 9.25am)
- HV requests are recorded on Arbor at this stage and are requested via Arbor alerts – general messaging alerting SLT.
- Home visit request must be made for two days no contact and five days child not seen.
- Attendance will be recorded as per LA guidance and will add detailed comments including an accurate attendance code. Attendance leads will continue to attempt to contact parents / carers of students who remain a N code or for those we have safeguarding concerns about escalate further. All comments and HV requests must be detailed and initialled.
- Afternoon registers must be completed between **1.00** - **1.30pm.** A
- PTTT is not to be used without a request and a school based TAC, pastoral team and subsequent time limited agreement. Any PTTT must have a start time within at least one of the schools registration times. (9-9.30am / 1-1.30pm or both). A present mark is used and a comment on arrival / departure time included and initialled as necessary. A C2 code is then used for the other session of that day.
- If a student failed to attend their dedicated PTTT hours the appropriate absence code is used for both sessions that day. All PTTT must have clear start and/or end time recorded on sims.
- Exclusion (E) and Unauthorised Holiday (G) marks must not be pre-populated. They must be entered as per standard procedures with a comment on the first session as to length of suspension / holiday.
- B codes are only to be used if a child is directly supervised (face to face) for a session. Details of times and staff supervising to be recorded in comments.

**Full code list and description at the end of this document*

Attendance Support Flowchart – First day calling and beyond.

Parent/carer does not answer:

1. First day calling Is attempted by phone call first and all contact numbers should be tried.
2. A follow up text sent to request a call back if no answer on all numbers.
3. Centre attendance team / PSO to record detailed comments on SIMS and where there are safeguarding concerns on CPOMS with staff initials.

Day 2
As per day 1. HV to be considered if no contact on day 3 and noted on sims and requested via sims messaging. Logged on CPOMS.

Day 3
Calls attempted and attendance checked with centre prior to home visit being carried out.

During a home visit the child MUST be seen. If the child is not seen by staff the visit is deemed unsuccessful and next steps taken.

The centre will be informed of outcome and a note will be recorded on SIMS and CPOMS. (Child seen / child not seen and any further actions)

Parent/carer answers and provides a reason for absence:

The appropriate attendance registration code will be entered on the register Including comments for all codes other than present. Where there are safeguarding concerns signposted to and recorded on CPOMS.

If a child has an absence longer than 5 school days and has not been seen a HV request must be considered and sent via sims messaging.

Parent/carer answers and provides a reason for absence that is deemed inadequate:

Parent/carer is verbally informed that the reason for absence is not justified and will not be authorised. The appropriate attendance registration mark will be entered on the register. The appropriate attendance registration code will be entered on the register Including comments for all codes other than present with staff initials. Where there are safeguarding concerns signposted to and recorded on CPOMS.

Where there are repeated periods of reported illness or unauthorised absence or if regular patterns to absence occur parents/guardians will be asked to provide supporting medical evidence.

Stage 1 (dropped below 90%) is initiated. An attendance support Journal Implementation letter will be issued in accordance with the school's escalation of interventions.

A triage of the absence codes will be used to suggest next steps of support for the student and family and is flagged on the green stage 1 section of the journal.

This is recorded on CPOMS using the tag stage 1 and Journal Implementation letter (JI letter) within the Attendance Procedures Category.

Centres will then plan and carry out and recommended and agreed actions within stage 1 – recording all events and outcomes on CPOMS

Stage 2 is triggered when a student hits 75% attendance OR 10 sessions of absence within a 10 week period .

Those who have 10 sessions of absence will receive a 'Notice to improve' letter from the LA. KBT will update you weekly.

If there is no answer at the home, a HV calling card will be left asking for the parent/carer to make urgent contact.

Learning centres will update recommendations on the journal and will share with parents. Centres will initiate an Attendance Action Plan (LCAP / Parental contract) for that student. This is for a minimum period of six weeks*reviewed after 3 weeks. LCAP must detail parental and student voice. An updated copy of the journal is recorded under the stage 2 tag on CPOMS with a copy of the LCAP.

If absence persists or no contact is received the school will liaise with PSO/ attendance officer for next steps which may include:

- **CME procedures**
- **contact with any relevant agencies,**
- **a police safe and well check request**
- **Referral to AGS for educational neglect**
- **Fixed penalty warning and notifications**

Actions will be recorded on SIMS and further details on CPOMS.

Where a student's attendance continues to decrease and drops below 50% Stage 3 is reached. This is classed as severe absence. Learning centres will update recommendations on the journal and will share with parents A TAC must be held and minutes and actions agreed. An updated copy of the journal is recorded under the stage 3 tag on CPOMS with a copy of the TAC minutes.

Attendance that drops below 20% is critical and has reached the fine stage - Stage 4. This will involve direct consultation with the LA on next steps within the statutory escalation pathway. MSPRU Att team will update recommendations on the journal and will share with parents and the LA. This will be recorded on CPOMS under the stage 4 tag.

Attendance Stage	Attendance percentage	Essential Actions	By whom
Stage 1 -	Below 90%	Send out support letter and Initiate support Journal	Centre Leads Referring Schools/LA
Stage 2 -	Below 75% / following Notice to Improve	Update recommendations on journal and share with parents – Initiate parent contract	Centre Leads Referring Schools/LA
Stage 3 -	Below 50%	Update recommendations on journal and share with parents – a TAC should be held	Centre Leads Referring Schools/LA
Stage 4 -	Below 20%	Details of monitoring shared with LA – consideration of statutory Action	Centre Lead Referring Schools/LA

ATTENDANCE CODES

CODE	MEANING	TYPE
/ \	Present at the school / morning \ afternoon	Present mark
B	Attending any other approved educational activity: - Alternative provision not arranged through the approved framework	Present mark
C	Authorised circumstance (see Table 2: The C code for breakdown).	Authorised Absence
D	Dual registered at another school.	Present mark
E	Suspended or permanently excluded and no alternative provision made.	Authorised Absence
G	Holiday not granted by the school or term-time leave not granted by the school.	Unauthorised Absence
I	Illness (not medical or dental appointment).	Authorised Absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution.	Authorised Absence
K	Attending education provision arranged by the local authority: - Home tutoring - Approved framework for alternative provision - Blended learning.	Present mark
L	Late arrival before the registers have closed.	Present mark
M	Attended a medical appointment.	Authorised Absence
N	Reason for absence not yet established.	Unauthorised Absence
O	Absent in other or unknown circumstances.	Unauthorised Absence
P	Participating in a sporting activity.	Present mark
Q	Unable to attend the school because of a lack of access arrangements.	Not expected to attend
R	Religious observance.	Authorised Absence
S	Leave of absence for the purpose of studying for a public examination. Must be used sparingly with revision opportunities in school.	Authorised Absence
T	Parent travelling for occupational purposes, and the pupil has attended for at least 200 sessions in preceding 12 months.	Authorised Absence
U	Arrived in school after registration closed.	Unauthorised Absence
V	Attending an educational trip or visit.	Present mark
W	Attending work experience.	Present mark
X	Non-compulsory school age pupil not required to attend school.	Not expected to attend
Y	Unable to attend school because of unavoidable cause (see Table 2: The Y code for breakdown).	Not expected to attend
Z	Prospective or previous pupil not on admission register.	Not expected to attend

CODE	MEANING	TYPE
The Y code: Unable to attend school because of unavoidable cause, is broken down into the following sub codes to provide better differentiation of the reason:		
Y1	Unable to attend due to transport normally provided not being available.	Not expected to attend
Y2	Unable to attend due to widespread disruption to travel.	Not expected to attend
Y3	Unable to attend due to part of the school premises being closed. For example, this may be due to damage or teacher strikes.	Not expected to attend
Y4	Unable to attend due to the whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water, or heating.	Not expected to attend
Y5	Unable to attend as pupil is in criminal justice detention. For example, in police detention, remanded to youth detention, awaiting trial or sentencing, or detained under a sentence of detention.	Not expected to attend
Y6	Unable to attend in accordance with public health guidance or law. contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease.	Not expected to attend
Y7	Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the pupil from attending. The unavoidable cause must be something that affects the pupil, not just the parent.	Not expected to attend
The C code: Authorised Absence is broken down into the following sub codes to provide better differentiation of the reason:		
C	Leave of absence for exceptional circumstances. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the school's discretion.	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable.	Authorised Absence