



**PADGATE
ACADEMY**

Attendance and Lateness Policy

Date approved by the Governing Body	8 February 2021
Signature of Chair of Padgate Academy Governing Body	Mr J Monaghan
Signature of Academy Principal	Mrs M. Barclay
Date of next review	February 2022

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The Padgate Academy Attendance and Lateness Policy has been created in accordance with the School Attendance Guidance for maintained schools, academies, independent schools and local authorities (August 2020) and considers all additional and relevant legislation and guidance documents (see Appendix E).

1. Introduction

As an Academy we have high expectations for our students. We want students to be able to take advantage of all the opportunities available to them. If students are not in school, they are unable to learn therefore encourage outstanding levels of attendance and punctuality for every student in the Academy.

Research by the DfE (2016) has revealed that regular and punctual attendance is an essential prerequisite to effective learning, thus maximising the academic progress an individual makes in school. When children are not in school they are deprived of the educational opportunities which our school has to offer and they are at much greater risk of subsequently becoming socially excluded and disadvantaged due to the impact their absences may have on their overall welfare. Also, if they are not in school then there is a higher risk of safeguarding concerns arising, such as increasing the risk of becoming either the perpetrators or the victims of crime.

The average attendance figure for state-funded secondary schools across England is 94.5% (2018/19). Levels of attendance are a key indicator of a school's overall performance so as a school we have set an aspirational target of 95% attendance amongst our students. Schools are also required not just to improve levels of overall attendance but to reduce the numbers of persistent absentees (a persistent absentee being defined as a child whose attendance rate is below 90%) and we work hard to explore personalised pathways to support all our students who struggle to attend school regularly for a variety of reasons. The national average for persistently absent children within state-funded Secondary schools in England is 13.7% (2018/19) and we strive to ensure our school figures fall well below when compared to this benchmark.

We have a number of rewards and interventions in place to support and recognise attendance. The tiered system of intervention allows us to track and monitor data throughout the year. The data provided allows us to support students and families to overcome any barriers or challenges that they are facing in terms of attending school regularly. Padgate Academy also has a legal obligation to address the issue of absenteeism, especially persistent absenteeism when it occurs. The policy details the steps that are taken within the academy as our response.

2. Legal Responsibility of the Parent

The parent of a child of compulsory school age is required by law to ensure that the child regularly attends the school at which they are registered. Should a parent fail to ensure that their child attends that school regularly then the parent is guilty of an offence. Parents who are convicted of this offence may be sentenced to up to three months in prison.

Alternatively, parents may be subject to a fixed penalty notice. At Padgate Academy we are committed to working with parents and families to help them meet their obligation of ensuring their child regularly attends school.

In line with our whole school values, we want to trust our students to make the right choices about their attendance and punctuality; where they fail to do so there could be consequences which impact on them and their families. The responsibility for avoiding such consequences lies with the student, and we encourage all parents to support the school with any intervention that may be assigned to increase their child's attendance to school, as per the home school agreement that is officially accepted by all members of the school community when the school place is initially accepted – a copy of which can be found in the welcome pack and parental handbook (available on the academy website) (see Appendix C).

Note: The term parent is a collective term taken to mean any person with parental responsibility for a child.

3. Authorised/Unauthorised Absence

The High Court has ruled that it is the school which decides whether an absence is to be authorised or unauthorised. Authorised absence is where the school has either given approval in advance for the child to be away or where an explanation offered afterwards has been accepted as satisfactory justification for absence.

Parents are reminded that a letter containing a written explanation does not in itself authorise an absence; only the school's acceptance of the explanation offered by the letter authorises the absence. In the event that the school has reason to doubt that the explanation offered about a particular absence is genuine, the absence will be treated as unauthorised. The government is very clear that family holidays should not be taken during school term time, so the school is not required to authorise any such requests, and it should be expected that a Fixed Penalty Notice as a result of this unauthorised absence will be issued if evidence is found to suggest a period of absence from school has been completed as a result of such circumstances. However, mitigating or extenuating personal circumstances can be taken into consideration so we encourage parents to approach the school in writing if they wish to discuss this any further.

4. Persistent Absence

Persistent absenteeism (or PA) is broadly equivalent to 10% or more absence. An individual child is deemed by the government to be a persistent absentee if their attendance is less than 90% (regardless of whether or not the absences have been authorised).

However, at Padgate Academy we take all absence seriously and we have defined 'at risk of PA' as the equivalent of 95% or below. In addition, students whose attendance falls below 98% become the focus of interest and monitoring. Sessions of absence are used to determine the Stages of Intervention required for each student according to the time of year, and appropriate follow up is put in place to make the required improvements upon review of data (see Appendix A & L).

5. Registration (including Punctuality)

Registers are taken punctually each day at 08.40am during the timetabled Academic review registration period (see Appendix B). The Form Tutor, or member of staff taking the register, should insist on silence and will call the student by name for which they should respond accordingly and respectfully. The student has to be additionally seen by the member of staff before they officially mark them present in school for the start of that day.

Any students who arrive in school between 08.40am and 10.00am will be recorded as present (but late) using the register **code 'L'**. Students who arrive after the close of the register (10.00am and later) will be recorded as absent for the morning session, using the register **code 'U'**. Students arriving in school after the 10.00am register closure should sign in at reception, providing an explanation for their lateness, and a notification will be sent home to inform parents should a suitable reason not be given – see Appendix D for Attendance Codes.

The afternoon attendance session mark is issued as part of afternoon Academic review register. We operate a split lunch and Academic review; all students will receive their mark during their designated session (see Appendix B).

In addition, all teaching staff will take a register at the start of each lesson to maintain accurate records of attendance throughout the school day, including punctuality to lessons. Students are encouraged to be on time to their lessons to avoid any sanctions for delaying the start of the lesson, or interrupting the learning of others.

Student attendance and punctuality to school/lesson data is used for tracking and monitoring purposes and will be shared with parents at appropriate times (see Appendix G). All student data is available to parents upon request.

***Please note the COVID Response Appendix for changes to registration times according to Year Groups as of September 2020 – see Appendix H).**

6. Absence Follow Up Procedures

We follow a strict absence follow up procedure to ensure all students are accounted for and that we know our students are safe, in accordance with whole school Safeguarding procedures. We are judged by Ofsted to ensure our follow up procedures ensure a swift resolution for appropriate coding of absence and ensuring all students are checked to be safe each day. All absences that are not reported to school will be **coded as 'N'** and will be followed up by the Student Support Manager immediately following the 10am register closure time and no later than 11.00am (see Appendix E). Students identified internally as 'Red Flag' are considered vulnerable due to additional circumstances that may affect their safety, so will be followed up prior to the 10.00am register closure, usually by 9.00am and no later than 9:30am each day.

Failure to provide an appropriate reason for absence will lead to the code to be changed to **code 'O'** for an unauthorised absence and could involve a home visit according to the identified level of need.

7, Rights, Responsibilities, and Duties

We have high expectations of all our stakeholders within the Padgate community to promote positive attitudes towards attendance according to their role or responsibility (see Appendix A & F).

For example:

Staff will Investigate all unexplained and unjustified absenteeism; Praise and recognise the efforts of students in achieving outstanding attendance or making positive progress/improvement with their attendance; Work closely with parents and external agencies should attendance or punctuality give cause for concern; Set a good example in matters of attendance and punctuality; work closely with Warrington Local Authority for any students or families in need of additional external support.

Students will ensure that they attend school regularly and on time (including each lesson); Not leave the school without permission; Have individual records of attendance/punctuality acknowledged by the school.

Parents will contact the school to inform us of any pre-planned absences or reasons for non-attendance before the start of the school day where possible; Inform the school if they have any concerns about their child's attendance and punctuality; Engage with the schools' attempts to work productively and creatively with families/carers to try and overcome problems which prevent their child from attending school and arriving punctually.

The school aims to keep parents fully informed of their child's attendance/punctuality record. Letters will be sent home periodically to inform parents if their child's attendance has fallen below national average or the expectations of the school. Details of additional attendance support will be available on the school website. It is envisaged this will help families/carers to make the right decisions concerning whether to send their child into school on any given occasion.

The Governing Body will be regularly updated by the Senior Leadership Team (SLT) member with responsibility for the Attendance and Lateness policy; Challenge the SLT to account when presenting data and policies/practices to meet the needs of all students and uphold the highest of expectations; Assist with Attendance Panel Interventions, as and when required.

8. Procedures for Following Up Absence/Lateness

Should a student be absent at morning registration, unless a message explaining the absence has been received, the Student Support Manager and/or pastoral team will attempt that day to make contact with the student's home.

All notes from parents regarding a student's absence will be recorded on SIMS by the Student Support Manager.

Should a student return to school after an absence without a written explanation from his/her parent and one is not forthcoming, and school has been unable to contact parents by phone in subsequent days, then the Student Support Manager will write to the parents.

Persistent poor punctuality is regarded as a behaviour issue and will be followed up in line with the school behaviour policy.

When a student is persistently late or absent without good reason and the school's efforts to effect improvement have been unsuccessful, it may be necessary to refer the matter to the Local Authority. The school reserves the right to apply all legal instruments at its disposal to ensure the highest levels of punctuality and attendance amongst its students. This may include using Parenting Contracts, Parenting Orders and Fixed Penalty Notices (see Appendix I).

9. Procedures for completing the register

Taking a register is a legal duty imposed on all schools. The attendance register is a legal document and must be recorded accurately twice a day. The attendance register is a critical document in the event of a fire, a safeguarding concern and is a critical document in the event of the school pursuing a prosecution for lateness or absence. Failure to keep an accurate register could result in prosecution for negligence and result in the school being found wanting in its statutory duties.

10. Permission to leave school before the end of the session

If a student needs to leave school for a legitimate appointment (GP/dental/interview etc.) they should seek an 'Authorised attendance' slip from the Student Support Manager or reception and sign out, if authorised. Students should aim to make appointments outside of the school day where possible. If not, then all students who leave for an appointment are expected to return to school at the earliest opportunity to maximise their time in school.

11. Internal Truancy

Students who fail to arrive at lessons punctually or who are present in school but do not attend a lesson are engaging in "Internal Truancy". The Behaviour Policy will be followed and escalating sanctions could follow as persistent internal truancy is regarded as a serious behaviour issue and safeguarding concern.

12. Reintegration of students with long term or persistent absence

The school is committed to creatively and flexibly supporting students who have been absent for long periods of time. Our commitment to supporting the Inclusion and Welfare of each student means that when a student returns to school after prolonged absence they will be entitled to a Return to School Meeting to explore ways of supporting their transition back to school and catching up with missed work. This could come in the form of an Attendance Contract or Personalised Plan for Success (see Appendix F).

Reference link to published DfE research material regarding impact of poor attendance on academic progress across Key Stages 2 to Key Stage 4 (2016):

<https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014>

Appendix A – Roles and Responsibilities of Key Staff

Stage	Student Support Manager	Form tutor	Class teacher	Heads of Department	Pastoral Leader	Assistant Principal
<ul style="list-style-type: none"> >95% 	<p>First day absence procedure (see appendix I)</p> <p>Update team on attendance</p> <p>Update Keep kids safe team of any safeguarding concerns</p> <p>Phone calls and text messages sent and complete</p>	<p>Basic expectations of attendance</p> <p>Update attendance diamond weekly with form</p> <p>Use praise for outstanding or improved attendance - merits for full weeks 100% attendance</p> <p>Notice student's absence and 'return to school conversation'</p> <p>Calls made to parents to discuss concerns</p> <p>Registers to be taken in a timely way and accurately</p>	<p>Positive and welcoming to the lesson</p> <p>Ensure work is available to students who have been absent</p> <p>Make work available to student who are an X code</p> <p>Follow up conversations regarding progress and work</p> <p>Calls made to parents to discuss concerns</p> <p>Discussion with Head of Department if concerns surrounding attendance</p>	<p>Ensure all staff in departments are aware of expectations</p> <p>Ensure teachers are equipped with appropriate resources and strategies to implement subject specific intervention – if needed</p> <p>Follow up calls made to support previous calls made by teacher. This is to further raise concerns with regards to attendance</p>	<p>Liaise with form tutors on a weekly basis</p> <p>Update team on weekly attendance – available on SIMS</p> <p>Follow up on issues raised</p> <p>Follow up with Head of Department is work not set Via teams</p> <p>Weekly audit check on attendance diamond and displays</p> <p>Support tutors with attendance incentives.</p>	<p>Review weekly attendance data and track attendance trends</p> <p>Plan and implement effective methods of communication with staff, parents and students with regards to attendance.</p> <p>Ensure all codes are analysed and appropriate intervention is in place</p> <p>Review student attendance in a weekly basis in meeting with pastoral team and Student Support Manager</p> <p>Authorise appropriate warning letters</p> <p>Attend attendance meetings with parents, students and LA.</p>

Stage	Student Support Manager	Form tutor	Class teacher	Heads of Department	Pastoral Leader	Assistant Principal
90-94.9%	<p>As above plus:</p> <p>Discussion in fortnightly meeting with pastoral team</p> <p>Letter 1 sent to raise initial concerns</p> <p>Letter 2 sent if ongoing concerns – meeting arranged</p> <p>Letter 4 sent if ongoing issues and medical evidence required</p> <p>Meeting with student – contract signed</p> <p>Warning letters issued for concerns with attendance</p> <p>Home visits completed</p>				<p>As above plus:</p> <p>Discussion in fortnightly meeting with Student Support Manager - agreement of which letters are sent to parents in this meeting</p> <p>Informal conversations with students – attendance contract signed</p> <p>Appropriate support put in place, where identified, and communicate this with parents.</p> <p>Depending on need – support with calls and home visits</p>	

Stage	Student Support Manager	Form tutor	Class teacher	Heads of Department	Pastoral Leader	Assistant Principal
80-89.9%	<p>As above plus:</p> <p>Letter 5 issued and meeting organised</p> <p>Meeting with parents – contract signed</p> <p>Home visit to be completed for students who have been off for 3 consecutive days</p>				<p>As above plus:</p> <p>Attend meeting with Student Support Manager, where appropriate, to discuss concerns with parents.</p> <p>Explore the need for personalised support</p> <p>Offer and follow up of appropriate referrals e.g. school nurse</p> <p>Depending on need – support with calls and home visits</p>	
<80%	<p>As above plus:</p> <p>Continuation of fast track prosecution process</p>				As above	

Letter 1 – No response

This is sent weekly by Student Support Manager for any student who have unauthorised attendance due to lack of parental contact.

Letter 2 – 94.9 – 90%

Sent by Pastoral leaders at the start of each attendance monitoring cycle to explain concerns and the attendance monitoring procedure.

Letter 3 - 89.9% >

This letter will be an invitation to a meeting with Student Support Manager. The relevant Pastoral Leaders and Assistant Principal may attend depending on student and circumstances. In the meeting:

- Minutes written and files on student file
- Parent and student contact signed

Letter 4 – Medical evidence

Letter sent by Student Support Manager if based on student attendance patterns and codes

Letter 5 – Referral to LA

Letter sent by Student Support Manager if based on student attendance does not improve significantly.

Appendix B

Timings of the Day

To accommodate changes, the times of the school day have been changed.

Monday - Thursday												
	Form	Period 1	Period 2 / Break			Period 3	Period 4	Lunch / Academic Review				Period 5
	8:40-8:50	8:50-9:50	09:50-10:05	10:05-10:50	10:50-11:05	11:05-12:05	12:05-1:05	1:05-1:20	1:20-1:35	1:35-1:50	1:50-2:05	2:05-3:05
Year 7	FORM	P1	BREAK	P2		P3	P4	LUNCH			AR	P5
Year 8	FORM	P1	P2		BREAK	P3	P4	AR	LUNCH			P5
Year 9	FORM	P1	BREAK	P2		P3	P4	LUNCH			AR	P5
Year 10	FORM	P1	P2		BREAK	P3	P4	AR	LUNCH			P5
Year 11	FORM	P1	BREAK	P2		P3	P4	LUNCH			AR	P5

Friday												
	Form	Period 2 / Break			Period 3	Period 4	Lunch / Academic Review				Period 5	
	09:40-9:50	09:50-10:05	10:05-10:50	10:50-11:05	11:05-12:05	12:05-1:05	1:05-1:50	1:50-2:05	1:05-1:50	1:50-2:05	2:05-3:05	
Year 7	FORM	BREAK	P2		P3	P4	LUNCH			AR	P5	
Year 8	FORM	P2		BREAK	P3	P4	AR	LUNCH			P5	
Year 9	FORM	BREAK	P2		P3	P4	LUNCH			AR	P5	
Year 10	FORM	P2		BREAK	P3	P4	AR	LUNCH			P5	
Year 11	FORM	BREAK	P2		P3	P4	LUNCH			AR	P5	

HOME - ACADEMY PARTNERSHIP AGREEMENT

The Student Agreement	The Parent / Carer Agreement
<ol style="list-style-type: none"> 1. I shall actively support the Academy ethos and core values. 2. I shall try my hardest to model these core values in everything I do in the Academy. 3. I shall abide by all the Academy Standards that underpin the Academy core values – this includes the Academy dress code, code of conduct, in the Academy classroom I will statement and in the Academy building I will statement. 4. I will help to maintain an atmosphere of trust and confidence so that everyone has a sense of personal worth and feels valued. 5. I will always be polite, use appropriate language and be respectful to Academy staff and students. 6. I will be mature and seek support from staff and other students to reconcile any differences I have with other members of the Academy community. 7. I shall work to the best of my ability in lesson time, meet work deadlines set by my teachers and complete all set homework. 8. I shall attend the Academy on time at 8.35am or earlier each day and attend all lessons on time. 9. I will make every effort to attend the Academy 100% of the time and always look to be above the 95% Academy attendance target. 10. I shall attend all of my timetabled lessons and make sure I arrive to each lesson on time. 11. I will be organised and well equipped everyday, coming to the Academy with a large bag, Student Planner and pencil case with a minimum of two pens, a pencil and a ruler. 12. I will follow the Academy dress code (as displayed on the Academy website) and wear it as it would be worn in the business sector. 13. I will actively keep the Academy free from litter and graffiti making it a pleasant place to study. 14. I will pay for any intentional damage I make to property of the Academy building. 15. I will comply with the Academy rules on IT and internet use (as displayed on the Academy website). <p>Signing the agreement commits you to all of the above statements. <i>If I choose not to abide by the Academy standards consequences will be set and will become more severe if this occurs more than once.</i></p>	<ol style="list-style-type: none"> 1. I will ensure my child attends the Academy and makes every effort that they attend above the 95% Academy attendance target. Under no circumstance will I take my child out of the Academy in term time to go on a family holiday. 2. I will ensure my child attends the Academy on time at 8.35 am or earlier each day. 3. I will ensure my child is in correct uniform each day (as displayed on the Academy website). 4. I will ensure my child is well equipped and organised for the Academy at the start of each day (as displayed on the Academy website). 5. I will support the Academy policies and guidelines on standards and behaviour, working with the Academy to progress my child's learning. 6. I will attend Parents' Evenings to discuss my child's progress and take an active interest in their education. 7. I will support all of the Academy standards that underpin the Academy core values and support the consequences used to improve these standards. 8. I shall support the Academy behaviour management policy and work closely with the Academy to ensure my child's expectations and standards are high, allowing them to progress their more quickly. 9. I will check my child's Planner regularly and sign it weekly ensuring all homework/independent study is completed within the time given. 10. I will keep the Academy informed of any issues/events which may affect my child's behaviour or performance, negatively or positively. 11. I will keep up to date with Academy news and developments through the website, VLE and occasional letters/newsletters. 12. I shall support the Academy ethos and core values. 13. I support the Academy protocol on IT and internet use (as displayed on the Academy website) and grant permission for my child to use the Academy network system. 14. I give permission for my child's image (still or video) to be used on the website, in the media and in the prospectus/other promotional Academy publications. <p>Signing the agreement commits you to all of the above statements.</p>
<p>Signed _____ Name _____ Date _____</p>	

Appendix D – Attendance Codes – What do they mean?

The DfE offers a comprehensive set of register codes which all schools are required to use. These codes are applied accordingly and the school is judged against the accuracy of its coding for present or absence marks. Attendance codes are analysed regularly throughout each week and inform strategies and intervention according to the trends observed throughout the school year.

These codes are as follows:

/ \ - Present am/pm

B - Educated off site - Approved Educational Activity.

C - Other authorised circumstances (including public performances licensed by the local authority, family bereavements, exceptional special occasions) - Authorised Absence.

D - Dual registration (i.e. student attending other establishment) - Approved Educational Activity.

E - Excluded (no alternative provision made) - Authorised Absence.

F - Extended family holiday (agreed) - Authorised Absence.

G - Family holiday (not agreed or days in excess of agreement) - Unauthorised Absence.

H - Family holiday during term-time (provided this has been agreed by the school) - Authorised Absence.

I - Illness (not medical/dental appointments) - Authorised Absence.

J - Interview - Approved Educational Activity.

L - Late (before registers close) - Present.

M - Medical/Dental appointments - Authorised Absence.

N - No reason yet provided for absence - Unauthorised Absence.

O - Unauthorised Absence.

P - Approved Sporting Activity - Approved Educational Activity.

R - Religious Observance - Authorised Absence.

S - Study Leave - Authorised Absence.

T - Traveller child travelling - Authorised Absence.

U - Late after registers close without an acceptable explanation - Unauthorised Absence

V - Educational visit or trip - Approved Educational Activity.

W - Work Experience - Approved Educational Activity.

X - Non-compulsory school age absence - not counted in possible attendances.

Y - Enforced closure – not counted in possible attendances.

Z - Student not yet on roll - not counted in possible attendances.

- School closed – not counted in possible attendance.

***Please note** – Students who are coded with an 'X' **do not** have their overall attendance percentages affected by this absence as they are officially not expected to attend. This is particularly important and reassuring to know during the COVID-19 pandemic

Appendix E – Attendance Legislation and Key Documents

- The Education Act 1996 - sections 434(1)(3)(4) & (6) and 458(4) & (5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010 The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- The Data Protection Act (2018)
- DfE Statutory guidance - School behaviour and attendance: parental responsibility measures Children Act 2004
- Keeping Student Registers. Guidance on Applying the Student Registration Regulations” (DCSF October 2007 Absence and Attendance Codes. Guidance for Schools and Local Authorities” (DCSF August 2006
- Education (School Day and School Year) Regulations 1999
- Education Act 2002 (s32).
- Education (Penalty Notices) Regulations (England) 2007
- The Education (School Leaving Date) Order (Statutory Instrument 1970/1997
- Children who are forced into marriage guidance
- Children who are missing from education guidance
- Children who have long term illnesses and other medical conditions guidance
- Working Together to Safeguard Children
- Multi-agency working and targeted youth support.

The link to the document for School attendance Guidance for maintained schools, academies, independent schools and local authorities is as follows:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf

Appendix F – ‘Personalised Plan for Success’ Explained

Key staff will meet with students identified as needing additional support to improve their attendance to school. This may be because they are facing certain barriers preventing them from attending regularly, or they are school refusers. Staff will meet the student to create an Attendance ‘Plan for Success’ based on a conversation that is aimed at supporting the welfare of the individual.

These plans enable the student to take ownership of their own target setting and empower them to identify key barriers affecting their attendance and strategies for how they may be overcome.

Set targets may then be reviewed with the student at a later date to inform the next stages of intervention.

PERSONALISED PLAN FOR SUCCESS

Current attendance: Attendance target:

What helps me come to school

What stops me coming to school?

Plan

Areas of concern	Target	Student contribution	Parent contribution	School contribution

Appendix G – Use of Attendance Data for Tracking and Monitoring

Attendance Data is used for a range of internal tracking, monitoring and reporting procedures, including:

- Daily attendance update – codes and student information
- Weekly attendance data analysis – Shared with pastoral team for Academic Review
- Half-Termly attendance data reports
- Celebration assemblies
- Half termly attendance incentive – delivered on last day of each half term
- Termly Governors Report

This will allow the school to: support and underpin the target-setting process (for individual students, form/year groups, identified cohorts [Special Educational Needs category, EAL, Pupil Premium, year groups, SEN, whole school]) in relation to overall attendance and unauthorised absence on a termly and yearly basis; identify individual children and particular groups of children who are or may be at risk of becoming persistent absentees; facilitate and encourage early intervention; identify particular types or patterns of absenteeism (for example, time lost to illness, regular absences on Mondays and/or Fridays, etc); match attendance trends with attainment trends; identify possible inconsistencies in the implementation of school policy; report attendance matters to parents.

All use of data complies with the Data Protection Act (2018) in line with GDPR rules and regulations, with no named individuals directly associated with data shared with anyone outside of the organisation, including the Governing Body.

Access to your child's attendance and punctuality data is available upon request, as per the Freedom of Information Act (2000).

Appendix H – COVID-19 Response to Attendance

Students who receive a positive test result for COVID should not attend school and should follow the latest government guidance for self-isolating.

Students who receive information or guidance from the NHS, via the Test and Trace App or through Public Health Guidance as informed by school should remain at home and not attend school. School should be notified of the absence and this will be coded as an 'X' which means 'not required to attend school. This will not affect your child's attendance figures.

During the COVID-19 pandemic, gate opening times have been affected, and as of September 2020, the gates will open at 8:30am and close promptly at 8:40am.

For further updates please see the school website www.padgateacademy.co.uk and follow the official school twitter and Facebook pages. Additional information and guidance about attendance in schools during the COVID-19 outbreak can be found by following the documents contained in the following link:

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>

Appendix I – Procedures for Following up School Absence/DfE guidance - Legal Action to Enforce School Attendance

Any absence from school must be reported in by phoning the school by 08:40am each day of absence, detailing the reason for absence and any symptoms of illness if appropriate. Decisions can then be made for the appropriate code and whether the absence will be recorded as authorised or unauthorised.

Absence from school may be authorised if it is for the following reasons:

- sickness
- unavoidable medical/dental appointments
- days of religious observance
- exceptional family circumstances, such as a bereavement.
- study leave;
- exclusion;
- Traveller child travelling;
- a child caring for a sick or disabled family member (authorisation should, in such instances, be of limited duration);
- involvement in a public performance;
- 'special' occasions (the nature of such special occasions will be determined by schools on an individual basis);
- lateness (when the child arrives after the register has closed and offers a satisfactory explanation).

Unauthorised absence is where no explanation has been given for the child's absence or where the explanation offered is considered by the school to be unacceptable.

Absence from school will not be authorised for:

- shopping
- looking after brothers, sisters or unwell parents
- minding the house
- birthdays
- family holidays

Absence will be recorded as unauthorised if:

- no explanation is offered by the parent/carer;
- the explanation offered is unsatisfactory (e.g. shopping, minding the house, etc.);
- family holidays;
- lateness when the child arrives after the register has closed and fails to offer a satisfactory explanation;
- 'special' occasions (when the school does not agree that leave should be given).

As a guide, students are considered to be 'at risk' of becoming Persistently Absent if they have accumulated a specified number of absences at the following half-term markers throughout the year:

Half Term	School Sessions	School Days	Hours of Learning Missed (Approx.)
1 (September - October)	7	3.5	21
2 (November - December)	14	7	42
3 (January - February)	20	10	60
4 (February - March)	26	13	78
5 (April - May)	32	16	96
6 (May - July)	38	19	114

The school will use this as a guide to inform formal measures of communication to parents/carers by means of written communication where necessary, including warning letters and Fixed-Term Penalty notifications.

Students who do not have sufficient evidence to support reasons for school absence or have not responded to the stages of school intervention, leave themselves open to legal action.

Legal action to enforce school attendance Local councils and schools can use various legal powers if your child is missing school without a good reason. They can give you:

- ❖ a Parenting Order
- ❖ an Education Supervision Order
- ❖ a School Attendance Order
- ❖ a fine (sometimes known as a 'penalty notice')

Further details can be obtained by following this link: <https://www.gov.uk/school-attendance-absence/legal-action-to-enforce-school-attendance>