



## **ALP ATTENDANCE POLICY**

### **1. Introduction**

Regular and punctual school attendance is important. Pupils need to attend school regularly if they are to take full advantage of the educational opportunities available to them by law. The Ashington Learning Partnership (ALP) fully recognises its responsibilities to ensure pupils are in school and on time, therefore having access to learning for the maximum number of days and hours.

Our policy applies to all children registered within Bothal Primary School and Central Primary School and this policy is made available on our schools' websites and copies are also available to view in each school office.

Although parents/carers have a legal responsibility for ensuring their child's good attendance, the relevant staff and governors in the ALP together with other professionals and agencies ensure that all pupils are encouraged and supported to develop good attendance habits. Procedures in this policy are followed to ensure this happens.

Children who are persistently late or absent soon fall behind with their learning. Children who are absent from school frequently develop large gaps in their learning which will impact on their progress and their ability to meet age related learning expectations. A child whose attendance drops to 90% each year will, over their time at primary school, have missed two whole terms of learning.

### **2. Through this policy the ALP aims:**

- Safeguard our pupils.
- Improve pupils' achievement by ensuring high levels of attendance and punctuality.
- Achieve a minimum of 97% attendance for all children, apart from those with chronic health issues.
- Create an ethos in which good attendance and punctuality are recognised as 'the norm' and seen to be valued by the ALP.
- Raise awareness of parents, carers and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education.
- Ensure that our policy equally applies to Little Learners, Nursery and Reception aged children in order to promote good habits at an early age.
- Work in partnership with pupils, parents, staff and the attendance service so that all pupils realise their potential, unhindered by unnecessary absence.
- Promote a positive and welcoming atmosphere in all schools in which pupils feel safe, secure, and valued, and encourage in pupils a sense of their own responsibility under our core values.

- Establish a pattern of monitoring attendance and ensure consistency in recognising achievement and dealing with difficulties.
- Recognise the key role of all staff in promoting good attendance.
- Recognise the role of class teachers as they will be able to identify where attendance is having an impact on attainment.

**3. The ALP will maintain and promote good attendance and punctuality through:**

- Raising awareness of attendance and punctuality issues among all staff, parents and pupils.
- Ensuring that parents have an understanding of the responsibility placed on them for making sure their child attends regularly, and is not taken out of education for holidays during term time.
- Equipping children with the life skills needed to take responsibility for good school attendance and punctuality appropriate to the child's age and development.
- Maintaining effective means of communication with parents, pupils, staff and governors on attendance matters.
- Developing and implementing procedures for identifying, reporting and reviewing cases of poor attendance and persistent lateness.
- Supporting pupils who have been experiencing any difficulties at home or at school which may be preventing good attendance.
- Developing and implementing procedures to follow up all non-attendance.

**4. The ALP will undertake the following procedures to support good attendance:**

- To maintain appropriate registration processes.
- To maintain appropriate attendance data.
- To communicate clearly the attendance procedures and expectations to all staff, governors, parents and pupils.
- To have consistent and systematic daily records which give details of any absence and lateness.
- To follow up absences and persistent lateness if parents/carers have not communicated with the school.
- To inform parents/carers what constitutes authorised and unauthorised absence.
- To strongly discourage unnecessary absence through holidays taken during term time.
- To work with parents to improve individual pupil's attendance and punctuality.
- To work with parents through targeted early intervention where pupils are persistently absent.
- To refer to the Attendance Service or appropriate agencies of any child whose attendance causes concern and where parents/carers have not responded to ALP initiatives.
- To report attendance statistics to the Local Authority and the DfE where requested.
- For all staff to be aware that they must raise any attendance or punctuality concerns to the nominated person with responsibility for monitoring attendance.

**5. Authorised Absence**

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

Only the ALP can make an absence authorised. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised.

## **6. Unauthorised Absence**

An absence is classified as unauthorised when a child is away from school without ALP's permission. Therefore the absence is unauthorised if a child is away from school without good reason, even if this is with the support of a parent.

## **7. Absences**

Parents/carers should contact their child's school on the first day of their child's absence and all subsequent days thereafter. When parents/carers notify us of their child's absence it is important that they provide us with full and accurate details of the reason for their absence and expected date of return. This information is used to determine whether the absence is authorised or unauthorised. The Executive Headteacher only has the responsibility to determine whether absences are authorised or unauthorised.

## **8. Illness**

When children have an illness that means they will be away from school long term, the ALP will do all they can to send work home so a child can keep up with their schoolwork.

If the absence is likely to continue for an extended period, or be a repetitive absence, the ALP will contact the support services to see if arrangements can be made for the child to be given some home tuition.

Where, over the course of an academic year, a child has repeated periods of illness, the ALP will write to parents to ask them to provide medical evidence for each future period of illness related absence. This evidence could be a Doctor's note, appointment card/letter or copy of a prescription. We may seek written permission for the schools to make their own enquiries. Alternatively, we may make a referral to the School Health Advisor to offer support.

## **9. Reintegrating Long Term Absentees**

Following a long period of absence, a child may feel vulnerable, so staff may wish to arrange a phased or gradual return, consider whether Special Needs support is appropriate, ensure that all staff are aware of the situation and nominate a key person to monitor the child's reintegration into school (in most cases this will be the child's class teacher).

## **10. Registration**

Schools' doors open at 8.30am (upper site) and 8.40am (lower site).

Class teachers have the responsibility for keeping an accurate record of attendance. Any absent pupil must be recorded at the beginning of the morning and afternoon session. The attendance register must be completed by the class teacher by 9.00 am and by 1.15pm.

All attendance records are documented using Edgen software. Attendance registers are legal documents and these must be kept secure and preserved for a period of three years after the date they were last used.

## **11. Registers**

1. Registers are legal documents and will be marked twice a day, morning and afternoon.

2. Parents must always give reasons for absence and must contact schools on each day of any absence.
3. Schools are to determine whether absence is authorised or unauthorised, considering factors such as frequency, duration, attendance patterns, etc within reason. Staff must be observant of situations where absence is continually condoned by parents.

ALP will keep every entry on the attendance register for 6 years after the date the entry was made. Attendance data will be shared with the DFE as required.

Attendance Codes (Appendix 6) will be used consistently in line with DFE requirements.

## **12. Daily Absence Contact**

Where a child is absent from school and we have not received any verbal or written communication from the parent, we initiate a first day contact process. Admin staff check all of the registers from 9.00am to 9.30am, on a daily basis, to identify those pupils who are absent. Where we are unaware why the child is absent, a first attempt to make contact will be through a text message sent at 9.30am. Where no contact has been made after this, calls will be made by the admin team at 11.00am. An email will be sent to the AHOS(responsible for attendance) and the Attendance Manager for any learner where no reason has been obtained. Home visits will then be actioned.

**Next Steps:** Where no contact is made and there is no response at the home address, the attendance team will contact all other named contacts to attempt to determine the whereabouts of the child/children. If the location of the child/children cannot be made then the following safeguarding procedures will be followed:

- If the child/children are deemed (currently or previously) vulnerable or at risk then an immediate referral to Children's Social Care and the Police will be made.
- If there is no known vulnerability or risk known but the child/children's location is unknown then a referral to Children's Services and/or Police will be made. In some instances a request for a Police welfare check will be the first course of action.

## **13. Monitoring Absence**

Our attendance staff have the responsibility for ensuring that all of the attendance data is accurately recorded on Ed;gen software. Regular meetings are held with the Attendance and Senior Leadership Team to discuss all attendance concerns and appropriate actions are taken following these meetings, such as letters sent to parents or meetings arranged to discuss attendance concerns with parents.

## **14. Addressing Attendance Concerns**

**The ALP expects attendance of at least 97%.**

It is important for children to establish good attendance habits early on in their primary school career. In the ALP, parents are to ensure their child attends school regularly and punctually and therefore, when we become concerned about attendance we will inform parents/carers of those concerns. Initially concerns about attendance are raised with parents via letters which are sent home and parents may be offered a parent contract. A parent contract is an agreement/action plan which looks at ways to work together to improve attendance (see Appendix 1). There will be opportunities for the parent/carer to discuss reasons for absence and support to be given by the school with the aim to improve attendance. Where a child's

attendance record does not improve over a period of time, then the schools have a responsibility to make a referral to the Local Authority Attendance Officer.

The Attendance service will look at each case and may issue fixed penalty notices to parents where poor attendance is seen.

#### **15. Parental Request for Absence from School for Holiday**

Headteachers no longer have the right to authorise absence, specifically for holidays of up to 10 days per year if special circumstances exist. Instead, Headteachers will only be allowed to grant leave of absence for any reason if they are satisfied exceptional circumstances exist. The Executive Headteacher has the final say on what substantiates exceptional circumstances, therefore, each case will be considered on an individual basis. Parents are encouraged to keep open lines of communication with schools over absence as persistent absence can be considered a safeguarding matter.

#### **16. Lateness**

Repeated absence at the beginning of a school session can amount to 'failure to attend regularly' for the purpose of the 1996 Education Act. The ALP seeks to improve general punctuality and to improve attitude of persistent offenders by:

- Informing parents of our expectations and offer ways of helping combat lateness.
- Contacting parents of persistent offenders and reporting to the Attendance Officer if no improvement seen.
- Praising and acknowledging latecomers who improve their record.
- Ensuring that staff set a good example by arriving punctually for lessons.
- Ensuring pupils and parents understand that lateness is actively discouraged, although sensitivity may be appropriate in some cases.
- Using other incentives to improve levels of punctuality.
- Working with parents through meetings with the attendance team.

Once the gates are closed, the only way to get into school is via the school offices. Any pupil who comes into school this way from 8.40am (upper site) and 8.50am (lower site) will be marked as 'late' in the register. Records are kept of those pupils who are late, this is documented on the electronic register for each pupil (Attendance code L). Any child who arrives for school later than 9.30am will be marked as having an unauthorised absence for the morning (Attendance code U).

Children who have attended a dentist or doctor's appointment and subsequently come to school later than 9.30am will have the absence recorded as a medical absence (Attendance code M).

Children who are persistently late miss a significant amount of learning, often the most important aspect, as the beginning of the day is where the teacher explains the learning and what each child is expected to achieve.

Where there have been persistent incidents of lateness parents/carers will receive a letter advising them of the concerns and the school will provide opportunities for parents/carers to seek support and advice to address these issues.

#### **17. Strategies for promoting attendance**

Although good attendance is an expectation, the school seeks to improve whole school attendance by offering incentives, these may include:

- Class prizes/incentives/events/celebrations
- Social media
- Letters/Newsletters
- Emails/Texts

The school will regularly inform parents about their child's attendance and absence levels using termly letters, newsletters and updates on social media.

#### **18. Impact Assessment**

The impact assessment has not identified any potential for discrimination or adverse impact.

#### **19. Implementation and Monitoring**

This policy will be implemented by the Attendance Officer, Senior Leader for Attendance and the Executive Headteacher will monitor the implementation.

#### **20. Using data to improve attendance**

The school will:

- Provide regular attendance reports to class teachers 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

#### **21. 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 whom 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 to wider support services to remove the barriers to attendance

#### **22. Support**

The school will:

- Build relationships with students and families to encourage regular school attendance.
- Analyse and use data and relationship knowledge to prevent regular absence.
- Use a tiered approach (School-based and external services) to intervene early with support.
- Use targeted support for persistent/severe absences.

(See Appendix 7 - ALP Tiered response to attendance)

**Note:**

For sections 20, 21 and 22, Further details can be found in **Appendix 3 - Roles and Responsibilities**.

### 23. Legislation and guidance

This policy meets the requirements of [working together to improve school attendance](#) from the Department for Education (DfE) and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024](#)

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold

- [Summary of responsibilities where a mental health issue is affecting attendance](#)
- [Support for pupils where mental health issues are affecting attendance \(Effective practice examples\)](#)
- [Keeping Children Safe in Education 2023](#)

#### Other Relevant Documents:

- ALP Safeguarding & Child Protection Policy
- ALP Data Protection Policy
- ALP SEND Policies
- ALP Supporting Pupils with Medical Conditions Policy
- ALP Behaviour Support Policy
- ALP Suspensions Policy

#### Appendices:

1. Attendance Contract
2. Absence Request Form
3. Roles and Responsibilities
4. Letters
5. Pupils with Additional Health Needs information

- 6. Attendance Codes
- 7. [ALP Tiered approach to attendance](#)

<b>Created <input type="checkbox"/> Reviewed X</b>	
<b>Signed:</b> H.Robinson L.Hall C.Harle (Updated July 2024) C.Harle - July 2025	<b>Name:</b> Ha-Leigh Robinson Lousie Hall Catharine Harle Catharine Harle
<b>Role: AHOS</b>	<b>Date: November 2022</b>
<b>Adopted</b>	
<b>Signed: C.Craik</b>	<b>Name: Gemma Craik</b>
<b>Role Chair of Governors</b>	<b>Date: Reviewed Sept 2023</b>
<b>Amendments: September 2020, Louise Hall</b>	
<ul style="list-style-type: none"> <li>● Destination added to holiday request form</li> </ul>	
<b>Amendments: September 2021, Louise Hall</b>	
<ul style="list-style-type: none"> <li>● Addition of: targeted early intervention where pupils are persistently absent</li> <li>● Change of Executive Principal to Executive Headteacher</li> </ul>	
<b>Amendments: November 2022, Louise Hall</b>	
<ul style="list-style-type: none"> <li>● Change of time for school doors opening</li> <li>● Updated version of Absent Request Form (App 2)</li> </ul>	
<b>Amendment September 2023</b>	
<ul style="list-style-type: none"> <li>● Updated parent contract</li> </ul>	
<b>Amendments: July 2024, Catharine Harle</b>	
<ul style="list-style-type: none"> <li>● Parent contracts renamed 'Attendance contracts'</li> <li>● Addition of senior attendance lead role and responsibilities</li> <li>● Amendments to roles and responsibilities</li> <li>● Updates to issuing fines for unauthorised absences</li> <li>● Changes to promoting good attendance in school and wider school culture</li> <li>● Addition of attendance codes in appendix 6</li> <li>● Removal of separate policy for those pupils with health and medical needs – changed to appendix notes and relevant guidance docs attached</li> <li>● Updated legislation guidance.</li> <li>● Further updates required in line with WTTISA February 2023 to take effect August 2024</li> </ul>	
<b>Amendments July 2025(Catharine Harle):</b>	
<ul style="list-style-type: none"> <li>- Sims to Edgen</li> <li>- Daily contact/first day absence monitoring (Paragraph 12)</li> <li>- <a href="#">Appendix 1</a> *New* Stage 1 attendance support plan and parent contract</li> <li>- *New* ALP Tiered Approach to attendance added (Context and Processes/implementation) <a href="#">Appendix 7</a></li> <li>- Tweaks to roles and responsibilities</li> </ul>	

**Appendix 1**

## Stage 1: Attendance Support Plan & Parent Partnership Attendance Contract

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

### Meeting Attendees:

Parent/Carer(s): \_\_\_\_\_

Pupil (where appropriate): \_\_\_\_\_

School Representative(s): \_\_\_\_\_

Other Professionals: \_\_\_\_\_

### Purpose of the Support Plan:

The current attendance level for the pupil is \_\_%, which is below the school's expectation of 97% and above. This plan aims to build a collaborative approach between school and home to identify and address any challenges impacting attendance.

### Summary of Discussion:

- School's Concerns:

- Parent/Carer's Views/Pupil views(where appropriate):

- Identified Barriers to Attendance:

### Support Strategies Offered by School:

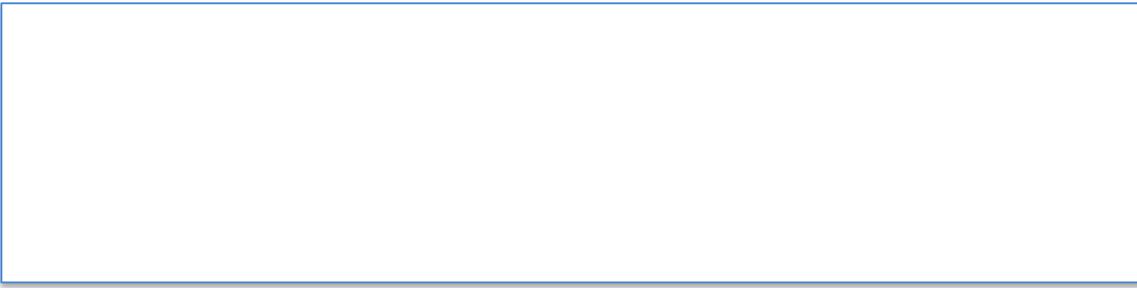
- Check-ins with key adult/staff member
- Pastoral or emotional support/Thrive
- Help with morning routine or transition
- Medical/health referral signposting
- Help with uniform, transport, or breakfast club
- Flexible start (short-term, if needed)
- School counselling/mentoring
- SEND review or assessment
- EBSA toolkit initial assessment
- Family Support
- MARF referral
- Referral to attendance team for next level support

Other (please specify): \_\_\_\_\_

### Parent/Carer Commitments:

- Prioritise school attendance and morning routines
- Inform school before 9:00am if child is absent
- Provide medical evidence if child is unwell frequently
- Engage with referrals/support offered
- Maintain good communication with school

Additional Actions Agreed:



**School Commitments:**

- Monitor attendance weekly and provide feedback
- Implement agreed support strategies
- Maintain open communication with family

**Review and Monitoring:**

Review Date: \_\_\_\_\_

Progress will be reviewed on this date. If significant improvement is observed, the plan may be closed. Should concerns remain, the plan may be escalated to the next stage of support in line with the school’s attendance procedures.

**Signatures:**

Parent/Carer Name & Signature: \_\_\_\_\_

Pupil Signature (if applicable): \_\_\_\_\_

School Representative Name & Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Absence Request Form (on ALP letterhead)**

Dear Parents / Carers

**ABSENCE REQUEST DURING TERM TIME  
NOTICE TO PARENTS / CARERS**

The Department for Education (DfE) has amended the regulations and guidance in relation to absences in term time. There is no automatic right to take your child out of school during term time.

From 1st September 2013, government legislation no longer enables Headteachers to authorise requests for leave for children to be taken out of school unless there are considered to be exceptional circumstances. It is the parent's responsibility when submitting the request to provide all the information and evidence to prove exceptional circumstances. Evidence provided after this form has been submitted will NOT be accepted.

It is for the Executive Headteacher to determine the number of days a child can be away from school if the leave is granted. If you consider that your request falls into this category you will need to complete the form on the reverse of this notification. Please be aware that if your request does fall into this category but your child's attendance is less than 96% the leave will not be authorised. A response will be sent to you as soon as possible, normally within 7 days. If the absence requested is not considered to be an exceptional circumstance, and you nevertheless take your child out of school, the absence will be recorded as unauthorised in line with guidance from the DfE and the County Council.

**This means that, in the case of an unauthorised absence, the Local Authority Education Welfare Service will be notified and a Penalty Notice will be requested.**

A Penalty Notice is £80 if paid within 21 days of receipt, rising to £160 if paid after 21 days but within 28 days. If the penalty is not paid in full by the end of the 28-day period, the Local Authority may prosecute for the offence to which the notice applies.

Each parent/carer may be issued with a Penalty Notice in respect of each child.

**All absence requests must be completed on the attached form; letters will not be accepted. This should be returned to the school a minimum of 14 days before the start of the absence.**

Any absence from school will disrupt your child's learning. You may consider some absences to be educational but your child will still miss out on the teaching that their classmates will receive. Children returning from an absence are unprepared for the lessons which build on the teaching they have missed. Teachers then have to give more time to help individual children catch up on missed work. This poses a potential risk of the underachievement of other pupils in the class. This is something we all have a responsibility to avoid. As a parent/carer, you can demonstrate your commitment to your child's education by not allowing your child to miss school for anything other than an exceptional and unavoidable reason.

I hope you will support our efforts to raise attendance and attainment at our school.

Yours sincerely



Miss L Hall  
Executive Headteacher

**REQUEST FOR LEAVE OF ABSENCE DURING TERM TIME**

If, after reading the letter on the reverse, you consider you have exceptional circumstances to request a leave of absence during term time, please complete this form and return to the school at least 14 days before the date you wish to remove your child from school.

Pupil Name ..... Tutor Group/Class .....

Home Address .....

First Day of Absence ..... Date of Return to School .....

Total Number of Days Missed .....

If your request includes travelling abroad, please state your desination(s)

.....

Exceptional circumstances are as follows: .....

.....

.....

.....

.....

I understand that if the request is unauthorised the Education Welfare Officer will be notified of the absence taken and a Penalty Notice will be requested. I understand that a Penalty is issued to each parent for each child taken out of school and that this is a fine of £160 which decreases to £80 if paid within the first 21 days.

I understand that if I do not pay this may result in legal action.

***You must provide additional documentation to support exceptional circumstances, this must be provided at the time the application is made. Any supporting information provided after the leave of absence has been submitted will not be accepted.***

Name of Parents/Carers making application: .....

.....

Signed ..... (Parent/Carer) Dated .....

Signed ..... (Parent/Carer) Dated .....

## Roles and Responsibilities

All staff have a responsibility for identifying trends in attendance and punctuality.

The Governing body are responsible for:

- Appointing a link Governor for attendance.
- 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 Executive Headteacher to account for the implementation of this policy

The link Governor for attendance at the Ashington Learning Partnership is **Gemma Craik**.

The Executive Headteacher is responsible for:

- Appointing a Designated Senior Leader for attendance
- Overall monitoring of school attendance.
- Trends in authorised and unauthorised absence.
- Reporting to governors and external professionals.
- Making decisions regarding authorisation/non-authorisation of attendance.
- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

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
- Knowing which pupils are absent each day, including those children who are Looked After or subject to Child Protection, Child in Need or Team Around the Child procedures
- Having an oversight of data analysis in order to identifying patterns of absence and devising specific strategies to address areas of poor attendance identified through the data
- Arranging calls and meetings with parents to discuss attendance issues when necessary
- Supporting staff with monitoring the attendance of individual pupils
- Implementing targeted intervention plans and support to pupils and families
- Ensuring pupils' voice is heard on a 1:1 basis regarding attendance related matters and/or actioning family or pupil support to carry out.
- Ensuring that the tiered approach to attendance is robustly implemented.
- Holding others to account for attendance and ensuring this remains as a forefront priority

- Working in partnership with other professionals to determine potential sources of difficulties and reasons for absence.
- Referring to outside agencies for additional support for families including family support, School Health, CYPS, Attendance Service, Police, Youth Offending Team and Social Care.
- Identifying with parents the reason for poor attendance and to work with parents to achieve improved attendance and reduce suspensions.
- Ensuring that parent contracts and attendance plans are used at stage 1 by site AHOS
- Liaising with the Thrive team to support pupils - Referring parents to the Trust's Family Support provision for support.
- Reporting on attendance to the Governing Body regularly.

The designated senior leader responsible for attendance at the Ashington Learning Partnership is Catharine Harle who can be contacted on either 01670 810 570 (Central) or 01670 812 360 (Bothal) or by emailing [cps@alptrust.co.uk](mailto:cps@alptrust.co.uk) or [bps@alptrust.co.uk](mailto:bps@alptrust.co.uk)

The Attendance Officers are responsible for:

- Accurately keeping an overview of class and individual attendance looking particularly for either poor overall attendance, anomalies in patterns of attendance and/or unusual explanations for attendance offered by children and their parents/ carers and reporting concerns to the Executive Headteacher.
- Sending out standard letters regarding attendance.
- First Day Response: Contacting home if no reason for absence is received.
- Contacting parents of absent children where no contact has been made.
- Improving school attendance by carrying out home visits and attending meetings with the parent/carer.
- Providing reports and background information to inform discussion with the Local Authority Attendance Officer.
- Monitoring individual attendance where concerns have been raised.
- Making referrals to the Attendance Service.
- Monitoring attendance levels & punctuality.
- Offering parent contracts and attendance plans.
- Identifying patterns of absence.
- Referring to outside agencies for additional support for families including School Health, CYPS, Attendance Service, Police, Youth Offending Team and Social Care.

The ALP Lead Attendance Officer is Ha-Leigh Robinson who can be contacted on either 01670 810 570 (Central) or 01670 812 360 (Bothal) or by emailing [cps@alptrust.co.uk](mailto:cps@alptrust.co.uk) or [bps@alptrust.co.uk](mailto:bps@alptrust.co.uk)

Class teachers are responsible for:

- Maintaining class registers and completing them accurately in accordance with school policy, and forwarding completed registers to school office staff after registration closes.
- Informing the appropriate person where there are concerns and acting upon them.
- Where poor attendance reoccurs ensuring appropriate school staff are informed.
- Emphasising with their class the importance of good attendance and punctuality.
- Ensuring appropriate school staff are informed of additional information provided by the child so it can be recorded in line with school policy.
- Discussing attendance issues at consultation evenings where necessary.
- Monitoring the impact of attendance on academic outcomes and addressing accordingly.
- Promoting the importance of good attendance and pushing initiatives to raise attendance.
- Provide a welcoming classroom environment with fair access to the curriculum for all.
- Raising an immediate alert to the Designated Senior Leader for Attendance and/or Designated Safeguarding Lead if any absence is deemed to be of concern e.g. unusual pattern of absence, child is open to a Social Worker or involved with Early Help / Family Support interventions or absence is linked to a possible safeguarding issue

Class teachers should be the first point of contact to discuss individual pupil concerns.

Staff in the School Offices are responsible for:

- Collating and recording registration and attendance information.
- Taking and recording messages from parents regarding absence.
- Ensuring the Absence/Late Registered are completed as appropriate.
- Recording details of children who arrive late or go home early.
- Raising an immediate alert to the Designated Senior Leader for Attendance and/or Designated Safeguarding Lead if any absence is deemed to be of concern e.g. unusual pattern of absence, child is open to a Social Worker or involved with Early Help / Family Support interventions or absence is linked to a possible safeguarding issue
- Supporting the School Attendance Officers to manage the administration of attendance communication with all parents/carers e.g. texts, emails, letters etc
- Support the School Attendance Officer where requested, to update weekly attendance data for all pupils.
- Follow the daily absence protocols as stated in paragraph 12

The school office staff should be the first point of contact to report pupil absences either by calling the main school office numbers, school comms message or via email.

Parents/Carers are responsible for:

- Ensuring that their child attends school regularly and punctually unless prevented from doing so by illness or medical appointments.
- Provide the school with more than 1 emergency contact number for their child and keep the school informed of any changes to contact information.
- Contacting the school office on the first morning of absence.
- Ensure that, where possible, appointments for their child are made outside of the school day
- Informing the school in advance of any medical appointments in school time. For the absence to be recorded as a medical absence we do require evidence from the doctor or dentist. (Appointment card/letter).
- Making requests for authorised absence in term time, only if absolutely necessary as these are not automatically authorised.
- Talking to the schools as soon as possible about a child's reluctance to come to school so that problems can be quickly identified and dealt with.
- Actively work with school staff, senior leaders, Attendance Officer and relevant multi-agency staff to resolve any issue that may impact on attendance.

Pupils are expected to:

- Attend school every day on time
- Adhere to the ALP Behaviour Support Policy and Core Values.

## **Pupils with Additional Health Needs**

### **Statement of intent**

The ALP aims to support the LA and ensure that all children who are unable to attend school due to medical needs, and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows, to enable them to reach their full potential.

Due to the nature of their health needs, some children may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible, pupils should receive their education within their school and the aim of the provision will be to reintegrate pupils back into school as soon as they are well enough.

We understand that we have a continuing role in a pupil's education whilst they are not attending the school and will work with the LA, healthcare partners and families to ensure that all children with medical needs receive the right level of support to enable them to maintain links with their education.

**The Ashington Learning Partnership will adhere to the following DFE guidance:**

[Arranging education for pupils who cannot attend school because of health needs - December 2023](#)

[Summary of responsibilities where a mental health issue is affecting attendance - February 2023](#)

## Attendance codes

The following registration is effective from the 19<sup>th</sup> of August 2024 - '[Working Together To Improve School Attendance 2024](#)'

Code	Definition	Scenario
/	Present (am)	The pupil is present at morning registration
\	Present (pm)	The pupil is present at the afternoon registration
L	Late arrival	The pupil arrives late before the register has closed
B	Off-site educational activity	The pupil is at a supervised off-site educational activity approved by the school
K	Off-site educational activity	The pupil is at a supervised off-site educational activity approved by the local authority
D	Dual registered	The pupil is attending a session at another setting where they are also registered
P	Sporting activity	The pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	The pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	The pupil is on a work experience placement

Code	Definition	Scenario
<b>Authorised absence</b>		

<b>C</b>	Authorised leave of absence	The pupil has been granted a leave of absence due to exceptional circumstances
<b>C1</b>	Leave of absence	The pupil should be participating in a regulated performance or regulated employment abroad
<b>C2</b>	Leave of absence – Part-time timetable	For compulsory school-age pupils who are on an agreed part-time timetable
<b>E</b>	Suspended or permanently excluded	The pupil has been suspended or permanently excluded but no alternative provision has been made
<b>H</b>	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
<b>I</b>	Illness	The school has been notified that a pupil will be absent due to illness
<b>J1</b>	Leave of absence	Pupil has an interview with a prospective employer/ admission to another educational institution
<b>M</b>	Medical/dental appointment	The pupil is at a medical or dental appointment
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 pupil is on study leave during their public examinations
<b>T</b>	Parents travelling for occupational purposes	The pupil is a mobile child due to the parent travelling from place to place for business/trade
<b>Q</b>	Unable to attend due to lack of access arrangements	The pupil is unable to attend due to a lack of access arrangements made by the local authority

<b>Y1</b>	Unable to attend due to lack of transport	Where the school or local authority normally provides transport which is not available; and the school is beyond reasonable walking distance
<b>Y2</b>	Unable to attend due to widespread disruption to travel	The pupil is unable to attend school because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use
<b>Y4</b>	Unable to attend due to the whole school being unexpectedly closed	Where the whole school was planned to be open but remained closed unexpectedly
<b>Y5</b>	Unable to attend as pupil is in criminal justice detention	If the pupil is in police detention or on remand to youth detention, awaiting trial or sentencing
<b>Y6</b>	Unable to attend in accordance with public health guidance or law	Pupil travel to or attendance at the school would be contrary to restrictions set by the secretary of state for health
<b>Y7</b>	Unable to attend because of any other unavoidable cause	The unavoidable cause must be something that affects the pupil, not the parent
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	The pupil is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
<b>O</b>	Unauthorised absence	The school is not satisfied with the reason for the pupil's absence

<b>U</b>	Arrival after registration	The pupil arrived late and after 30 minutes from the start of the session
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<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>Z</b>	Pupil not on admission register	Register set up but pupil has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

**Tiered Intervention Plan - Context**

<p><b>Foundational Supports</b></p> <p>Promoting Positive Conditions for Learning</p>	<p>Embedded in school culture - foundational strategies are practices for the whole school that promote positive conditions for learning:</p>	<ul style="list-style-type: none"> <li>★ Physical and emotional health &amp; safety</li> <li>★ Belonging, Connection &amp; Support</li> <li>★ Academic Challenge &amp; Engagement</li> <li>★ Adult &amp; Student Wellbeing and Emotional Competence</li> </ul>
<p><b>Tier 1</b></p> <p>Universal Prevention</p> <p>(All students, all families)</p>	<p>Strategies that are aimed at encouraging better attendance for all students and preventing absenteeism before it affects achievement</p>	<ul style="list-style-type: none"> <li>★ Clear, concise and consistent communication, about schedules and expectations</li> <li>★ Routines, rituals and celebrations related to attendance and engagement</li> <li>★ Personalised positive communication to families when students are absent</li> <li>★ Recognition of good and improved attendance</li> <li>★ Impact of attendance on whole-child widely understood</li> </ul>
<p><b>Tier 2</b></p> <p>Early Intervention</p> <p>(Students missing &gt;10%)</p>	<p>Interventions that are designed to remove barriers to attendance for students at greater risk of persistent absenteeism. These students and families should received personalised attention as part of the engagement strategy</p>	<ul style="list-style-type: none"> <li>★ Listening &amp; Understanding</li> <li>★ Common community and school barriers</li> <li>★ Family meeting/visit</li> <li>★ Individualised student success plan that includes attention to attendance and involves family</li> <li>★ Attendance strategies added to individual education plan</li> <li>★ Small group interventions and supports for students</li> <li>★ Restorative approaches</li> </ul>

<p style="text-align: center;"><b>Tier 3</b></p> <p>Intensive intervention (When Tier 2 has been unsuccessful in improving attendance)</p>	<p>Interventions that provide intensive support to students missing the most school, often not just involving schools but other agencies (such as health, social services) and typically requiring case management customised to individual students' challenges.</p>	<ul style="list-style-type: none"> <li>★ Individualised support plans and goals and targeted, intensive interventions</li> <li>★ Multi Agency support and referrals</li> <li>★ Individualised learning and success plan leading to graduation</li> <li>★ Legal intervention (last resort)</li> </ul>
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**Tiered Intervention Plan - ALP Processes and Implementation**

<p><b>Foundational Supports</b></p> <p>Promoting Positive Conditions for Learning</p>	<p>Embedded in school culture - foundational strategies are practices for the whole school that promote positive conditions for learning:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> High expectations and embedded routines.</li> <li><input type="checkbox"/> Safe environment and shared relational practice.</li> <li><input type="checkbox"/> Challenging and engaging lessons.</li> <li><input type="checkbox"/> Positive relationships and consistency.</li> <li><input type="checkbox"/> Weekly data monitoring and analysis</li> </ul>
<p style="text-align: center;"><b>Tier 1</b></p> <p>Universal Prevention (All students, all families)</p>	<p>Strategies that are aimed at encouraging better attendance for all students and preventing absenteeism before it affects achievement</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School expectations shared to all.</li> <li><input type="checkbox"/> Regular reporting on attendance through parent communication and class assemblies.</li> <li><input type="checkbox"/> Attendance game and rewards system.</li> <li><input type="checkbox"/> Contact systems for absences.</li> <li><input type="checkbox"/> Promoting that attendance is everyone's business and responsibility at all levels.</li> <li><input type="checkbox"/> Positive praise and noticing improvement or high achievers.</li> <li><input type="checkbox"/> Welfare visits and contact.</li> <li><input type="checkbox"/> Weekly data monitoring and analysis</li> <li><input type="checkbox"/> Attendance targeted initiatives per year group e.g points boost and texts</li> </ul>

<p><b>Tier 2</b></p> <p>Early Intervention</p> <p>(Students missing &gt;10%)</p>	<p>Interventions that are designed to remove barriers to attendance for students at greater risk of persistent absenteeism. These students and families should receive personalised attention as part of the engagement strategy</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Early intervention letters where attendance has been an issue.</li> <li><input type="checkbox"/> Letter 2/Stage 1 attendance meeting with AHOS to identify barriers and action support/strategies to improve attendance utilising in school resources available. Completion of Stage 1 attendance plan.</li> <li><input type="checkbox"/> Close monitoring of progress (daily) and reasonable adjustments made where needed.</li> <li><input type="checkbox"/> EBSA identification assessments/SEND assessments and intervention at the earliest opportunity.</li> <li><input type="checkbox"/> Bespoke/individualised reintegration plans and small step support where needed.</li> <li><input type="checkbox"/> Family Support, Thrive and Early Help</li> </ul>
<p><b>Tier 3</b></p> <p>Intensive intervention</p> <p>(When Tier 2 has been unsuccessful in improving attendance)</p>	<p>Interventions that provide intensive support to students missing the most school, often not just involving schools but other agencies (such as health, social services) and typically requiring case management customised to individual students' challenges.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Referral to EWO</li> <li><input type="checkbox"/> Referral to EWO with EWSO</li> <li><input type="checkbox"/> Referral to EWO with escalation through legal processes where improvement is not made.</li> <li><input type="checkbox"/> Referrals to Children's Services and advice from safeguarding support.</li> </ul>