



Hartshill Academy

The best in everyone™

Part of United Learning

Attendance Policy

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United Learning – Attendance Policy

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Introduction

Here at Hartshill Academy we believe it is of vital importance that our pupils have good attendance at school. This is a successful Academy, and all pupils play their part in making it so. We aim for an environment which enables and encourages all members of the community to be proud to belong and to achieve their best. For our pupils to gain the greatest benefit from their education it is vital that they attend regularly and should be at Hartshill Academy, on time, every day the Academy is open unless the reason for the absence is unavoidable. It is very important therefore that you make sure that your child attends regularly, and this policy sets out how together we will achieve this.

Regular attendance at school is of critical importance to a child's education. Evidence tells us that the pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment¹. Any absence affects the pattern of a pupil's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts the learning of others in the same teaching groups by disrupting classroom routines. Ensuring your child's regular attendance at Hartshill Academy is your legal responsibility and permitting absence from Hartshill Academy without a good reason creates an offence in law and may result in prosecution.

Aims

An effective whole school culture of high attendance is underpinned by clear expectations, procedures, and responsibilities.

The purpose of this policy and all within is to:

- Prevent absence from school
- Intervene early to maintain above the academy's 96% target for all pupils
- Targeted support for persistent (below 90%) and severe (below 50%) absentee pupils, as well as those pupils and families where SEND, medical conditions or social care needs, highlight and additional need for increased attendance support

To ensure all leaders, staff, pupils, and parents understand these expectations, and how they apply at Hartshill Academy this policy sets out:

- Section 1: the practical procedures to be followed at Hartshill Academy in relation to attendance
- Section 2: the measures in place at Hartshill Academy to promote regular attendance by its registered pupils
- Section 3: the responsibilities of particular members of staff in relation to attendance
- Section 4: the action to be taken by staff if a registered pupil fails to attend the Academy regularly

Section 1: Practical Procedures

This section sets out the practical procedures to be followed at Hartshill Academy in relation to attendance, which are as follows:

- Pupils are expected to attend Hartshill Academy every day, ensuring they are on-time. The Academy day begins at 8.40am, where pupils need to be registered within their HART Groups by their HART Coach. Any pupil arriving late will receive a late (L) mark. Any pupil arriving more than 50 minutes late will receive a late – after registers closed (U) mark.
- Pupils must remain on the Academy site until dismissed by staff at 3.20pm. Please note that staff may use their discretion and retain pupils on site if necessary, in-line with our

¹ [Working together to improve school attendance](#)

behaviour policy. This end time may also occur later in the event of after-school clubs, Lesson 6 attendance and/or extra-curricular activities and trips.

- In order to request a leave of absence, parents/carers must communicate these at the earliest possible opportunity to the Attendance Officer, Charlie Smith, preferably via telephone call. If any other means of communication are used (e.g. voicemail, email, Weduc message) there is no guarantee that these will be received and the Hartshill Academy Attendance Team may need to contact parents/carers to establish further information. The specific reasons for an unexpected absence must always be communicated as to comply with our statutory obligations to record attendance accurately.
- The following staff should be contacted about attendance on a day-to-day basis:
HART Coach (this will be individual to your child)
Charlie Smith – Attendance Officer
Sam Underwood – Attendance Officer
Mike Hughes – Attendance Officer
Communication, in the first instance, should always be attempted via telephone call on 024 7639 2237. Where this is not possible, Weduc or email message is preferred. In order to contact staff via email: forename.surname@hartshillacademy.org.uk

For more detailed information on attendance support, you should contact the relevant pastoral leader for your child's year group:

Chelsea Wallbank – Year 7 Pastoral Leader
Selina Duggins – Year 8 Pastoral Leader
Miranda Corcoran – Year 9 Pastoral Leader
Susan Gittings – Year 10 Pastoral Leader
Millie Merrigan – Year 11 Pastoral Leader

- Hartshill Academy takes a consistent approach to the day-to-day management of attendance. Morning registration is taken by HART Coaches during HART Time. It is essential pupils receive this HART Time attendance mark in order to ensure they are registered for the morning session of the Academy day. Pupils will then receive an attendance mark in all classes for the remainder of the Academy day, with the register being taken by teachers within the first 5 minutes of the lesson start time.
- Where pupils are recorded as absent – or not attending HART time – and the Academy has no prior knowledge of the reason for the pupil's absence, the Academy will initiate its 'First Day Absence' process, contacting parent/listed contacts for the pupil via telephone in order to ascertain reasons for the pupil's unexplained absence. Where a parent/carer is unable to give satisfactory reasons for their child's absence and/or is uncontactable, this will be recorded as an unauthorised absence. Where the Academy has been unable to contact parents/carers over prolonged periods of absence, HART Coaches, Pastoral Leaders and/or the Attendance Team will continue to attempt contact which may include telephone calls, voicemails, emails and home visits.
- Afternoon registration marks will be recorded by the teacher doing the register during pupils' first lesson after lunch. If a pupil fails to attend this lesson, this will mean they do not achieve their attendance mark for the afternoon session.
- Should a pupil receive their registration mark, but then fail to achieve a lesson attendance mark without good reason, this will be dealt with as truancy, in-line with our Behaviour Policy.

There are clear links from this policy to our safeguarding and child protection duties as set out KCSIE, including our duty of care to conduct 'Safe and Well' home visits as necessary. Please see the Academy website to access the Academy Safeguarding Policy.

The Admissions Register (or “school roll”)

1. As an Academy, we are responsible for keeping the Admissions Register up to date. This contains specific personal details of every pupil along with the date of admission or readmission to the Academy, information regarding parents and carers, and details of the last school attended.
2. We also hold emergency contact numbers for each pupil. It is our policy to hold more than one such number, so that we have options to make contact with a responsible adult should the need arise.
3. A pupil’s name can only be lawfully deleted from the admissions register in very limited circumstances. Further information can be found in the DfE Working Together to Improve School Attendance Guidance, Section 7.

The Attendance Register

4. The register will be taken at the start of each morning session of each school day and once during the afternoon session. On each occasion, the Academy will record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.
5. These records will be kept electronically to ensure accuracy and the timely sharing and analysis of information – all of which is critical to ensure good attendance.

Punctuality and Regular Attendance

6. The Academy day starts at 8.40am and finishes at 3.20pm.

Lateness

7. Punctuality is a life skill and demonstrates the values of Heart, Ambition and Respect. Pupils who arrive late to morning registration will be collected by the Senior member of staff on duty and retained in the library until the end of HART Time. Here, they will receive their late attendance mark (L) and be issued with a same-day detention. Pupils arriving persistently late to registration and/or lessons may be placed on Truancy report to support the improvement of their punctuality, or other actions such as meetings with parents may be required.
8. The register will be kept open for 50 minutes. After this point, a pupil will receive an absence mark and the appropriate processes will be followed to ascertain their whereabouts.

Absence

9. Parents² must contact the school when their child is absent to explain that absence. This can be done as follows:
Telephone: 02476 392237
Email: charlie.smith@hartshillacademy.org.uk

² Throughout this document, the terms ‘parent’ and ‘parents’ are interchangeable and apply equally to ‘parents and carers’ and includes foster parents and social workers where relevant.

giving the following details:

- full name of pupil;
- pupil's Year group or HART Group;
- Full name of person reporting absence and relation to child;
- Reason for absence.

10. Where a reason for the absence is not received by 9.00am on the day of the absence, the academy will, within a reasonable time, contact the parents on the same day to understand the reason for the absence.
11. Where further unexplained absences occur, the Academy will make further contact with the parent (including foster parents and/ or social workers where appropriate). This should be with the aim of understanding **why** the absence has occurred, and **when** the pupil will return.
12. The correct absence code will be inputted into the Attendance Register as soon as the reason is ascertained, no later than 5 working days after the session has occurred.
13. Granting a leave of absence will only be made in exceptional circumstances. Each application will be considered individually considering the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted it is for the Principal to determine the length of the time the pupil can be away from the Academy. It is extremely unlikely that a leave of absence will be granted for the purposes of a family holiday. To request a leave of absence please follow the procedures below:
 - Request formally submitted – in writing – to the HART Coach, Pastoral Leader or Attendance Team
 - Request escalated to Principal's PA
 - Request reviewed by the Principal
 - Principal makes a decision
 - Parents advised – in writing – of this decision in a letter sent by the Principal's PA

Section 2: Promoting Regular Attendance

This section sets out the measures in place at Hartshill Academy to **promote** regular attendance by its registered pupils.

Promoting and incentivising

14. The Academy will:
 - a) Treat all pupils and parents with dignity. Our staff will always seek to model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. In promoting good relationships the academy will endeavour to highlight the link between a pupil's attendance and their academic outcomes.
 - b) Regularly inform parents about their child's attendance and absence levels, including the amount of time missed and the impact this will have on their child.
 - c) Hold regular meetings with the parents of pupils who the Academy (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at the Academy.
 - d) Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
 - e) Make the necessary statutory data returns to the local authority.

- f) Support pupils back into the Academy following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.

Data Strategy

15. The Academy understands that as poor attendance is habitual, prevention and early detection is crucial. We will therefore undertake regular data analysis to:
- both identify and provide immediate additional support to pupils and/ or pupil cohorts that need it;
 - look at historic and emerging patterns across the Academy and develop strategies to address them.
16. The Academy will typically carry out the following analysis:
- a) Monitoring and analysing weekly attendance (including punctuality) patterns and trends, including whether there are particular issues for some children on certain days;
 - b) Patterns of attendance within sessions, to ensure that all pupils are attending all timetabled lessons
 - c) Half-termly, termly and full-year data analysis of patterns and trends, including analysis of pupils and cohorts, identifying patterns in use of certain codes, days where attendance is typically poor and (where appropriate) subjects with low lesson attendance
 - d) Benchmarking attendance data (at whole school, year group and cohort level) against Trust-level, local, regional and national data.
17. We will use this analysis to identify pupils who need support so that we can focus staff efforts on developing targeted actions for those students and to identify any common themes to support improvement planning. We will use the data to inform us regarding the impact of school-wide attendance efforts, including any specific strategies implemented, to evaluate approaches or inform action. We will also provide regular attendance reports to class teachers or HART Coaches to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

Absence reduction strategy

18. We have in place specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher-than-average absence or for specific groups of pupils.
19. We hold regular Team Around the Pupil (TAP) meetings, bringing-together Attendance, Behaviour, Safeguarding and SEN to discuss how to further support the pupil being at the Academy.
20. We use a series of staged letters/meetings, issued where pupils persistently fall within the thresholds for 'persistent' and 'severe' absence
21. We may issue individual support plans (e.g. Truancy Report, HART Coach Report, Pastoral Leader Report)
22. We may introduce monitoring periods: a formal period reviewing 4 weeks of attendance with a target of 95%
23. Data and reports will be shared with the Local Governing Body.

24. As part of promoting regular attendance the Academy will consider the issuing of Fixed Penalty Notices. Generally speaking, these will be used in the event of 10 sessions of absence (5 school days) within a 10-week rolling period, but may also be imposed in instances such as unauthorised holidays taken during normal school time.
25. Where all other means of reducing absence have been exhausted, the Academy may take legal action in the form of:
 - Parenting Orders
 - Education Supervision Orders
 - School Attendance Orders
 - Prosecution

Pupils with medical conditions or special educational needs and disabilities

26. The Academy recognises that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil.
27. That said, in working with their parents to improve attendance, we will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This will include:
 - a) Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed.
 - b) Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
 - c) Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, the school will work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see the School's SEN policy for further details on SEN support.
 - d) Establishing strategies for removing the in-school barriers pupils may face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
 - e) Ensuring joined-up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance, recognising that such arrangements can be for a limited time only.
 - f) Ensuring data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.
28. Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who,

because of health reasons, would otherwise not receive suitable education. Please see the School's policy on supporting pupils with medical conditions at school for further information.

29. In all cases, the school will be sensitive and avoid stigmatising pupils and parents; and talk to pupils and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

Part-time timetables

30. All pupils of compulsory age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. Please note that a part-time cannot be used as a reasonable adjustment for SEND, unless this is on a temporary basis and as advised by an external agency e.g., Educational Psychologist.
31. A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at the academy or alternative provision. Formal arrangements will also be put in place for regularly reviewing it (minimum monthly) with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore will treat such absence as authorised. We will of course consider how best to support learning when a child is working on a part time timetable.

Section 3: Particular Responsibilities

This section outlines responsibilities of particular members of staff in relation to attendance.

- The name and contact details of the senior leader responsible for the strategic approach to attendance in school is Richard Christon, Vice Principal.
- Responsibility for identifying unexplained absences on "day 1" falls to the Attendance Officer.
- Responsibility for identifying further unexplained absences falls to the Attendance Officer.
- Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis are detailed above (Section 1).
- More detailed support on attendance can be requested from the relevant Pastoral Lead for your child's year group. Full details are provided in Section 1.

Section 4: Specific Action for Failure to Attend Regularly

This section sets out the action to be taken by staff if a registered pupil fails to attend the Academy regularly.

32. Where a pupil or family needs support with attendance, it is important that the best placed person in the Academy works with and supports the family. Wherever possible, we will keep this person consistent.
33. Where a pattern of absence is at risk of becoming, or becomes, problematic the Academy will draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing. In doing so, the Academy will take into consideration the sensitivity

of some of the reasons for absence and understand the importance of the Academy as a place of safety and support.

34. In the first instance, the Academy will support pupils and parents by working together to address any in-school barriers to attendance.
35. Where barriers are outside of the Academy's control, we endeavour to work together with all partners to support pupils and parents to access any support they may need. As a minimum, this will include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school, agreeing actions or interventions to address them and keeping those actions under regular review in discussion with pupils and families. This may include referrals to services and organisations that can provide support, for example, the Warwickshire Attendance Service. Where absence intensifies, so will the support provided, which will require us to work in tandem with the local authority and other relevant partners, as follows:
- If the needs and barriers are individual to the pupil this may include provision of mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, or where appropriate an education, health and care plan or alternative provision.
 - Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.
 - Where engagement in support is proving challenging, the Academy will hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the Academy's point of contact in the local authority School Attendance Support Team. The aim of these meetings will be to clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future but will also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.
 - Where voluntary support has not been effective and/or has not been engaged with the school will work with the local authority to:
 - Put formal support in place in the form of a parenting contract or an education supervision order.
 - Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
 - Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour. Fixed Penalty Notices may be sought after a period of 10 sessions of absence (5 full school day) occurring within a rolling 10-week period, where support is not appropriate, not successful, or not engaged with. Fixed Penalty Notices will be issued by the Academy, but then managed by Warwickshire County Council. Full details can be found, here: [Pupils non-attendance and fixed penalty notices – Warwickshire County Council](#)
 - Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.
36. In all cases, the Academy will monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, the

Academy will work together with all parties to identify the reasons why and either adjust or change the approach.

Local Governing Body (LGB) Responsibilities:

37. The LGB recognises the importance of attendance and will:
- promote it across the Academy's ethos and policies.
 - Ensure Academy leaders fulfil expectations and statutory duties.
 - Regularly review attendance data, discuss, and challenge trends, and help leaders focus improvement efforts on the individual pupils or cohorts who need it most.
 - Ensure Academy staff receive adequate training on attendance.
38. The LGB will also ensure:
- that the attendance policy and its contents are generally made known within the Academy and to parents of registered pupils at the Academy, and
 - that steps are taken at least once in every year to bring the attendance policy to the attention of all those parents and pupils and all persons who work at the Academy (whether or not for payment).