



Attendance Policy

Our school is part of the Embark Federation.

The shared vision for our trust is to “create schools that ‘stand out’ at the heart of their communities.” Our trust has four core beliefs; Family, Integrity, Teamwork and Success that are integral to everything we do. The purpose is to enable everyone to be able to ‘Love Learning, Love Life.’

Our policies are underpinned by our vision, beliefs and purpose.



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Signed: David King			
Name: David King	Chair of Trustees		

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Introduction

Embark Federation schools offer all pupils a high standard of education through a varied curriculum delivered by a caring, talented team of staff. Pupils cannot achieve their full potential if they do not regularly attend school. School attendance is expected to be 100% for all pupils. We work to ensure that all parents are encouraged and supported to develop good attendance habits for their pupils.

We understand that barriers to attendance are complex, therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and families.

Regular and punctual school attendance is essential. Parents/carers have the legal responsibility for ensuring their child's regular attendance and failure to do so is a criminal offence under Section 444 of the Education Act 1996. This is the duty of any person with day-to-day responsibility for the pupil. Pupils need to attend school regularly, in accordance with the rules of the school, if they are to take full advantage of the educational opportunities available to them.

Parkside Community School 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. We take a whole-school approach to achieve excellent attendance for all pupils.

Our policy applies to all pupils registered at this school and this policy is made available to all parents/carers of pupils who attend our school on our website.

Data will be processed in line with the new GDPR Regulations UK, May 2018.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Ensuring this attendance policy is clear and easily understood by staff, pupils, and families.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the trust and area, as well as other agencies.
- Ensuring families follow the framework set in section 7 of the Education Act 1996, which states that the parent/carer of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

The trust ensures each school has staff members responsible for attendance in each school. Parkside Community School's attendance manager is Mr L Boden who can be contacted via [**lboden@parkside.derbyshire.sch.uk**](mailto:lboden@parkside.derbyshire.sch.uk) Staff, families, and pupils will be expected to contact the attendance officer for queries or concerns about attendance or absence.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- DfE (2024) 'Working together to improve school attendance'
- DfE (2016) 'Children missing education'
- DfE (2024) 'Keeping children safe in education (KCSIE) 2024'
- DfE (2023) 'Providing remote education'
- DfE (2024) 'Sharing daily pupil attendance data'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Children Missing from Education Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Attendance Officer Home Visit Policy
- Pupils with Additional Health Needs Attendance Policy

2. Roles and responsibilities

The Trust board and each individual local governing board has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Regularly reviewing attendance data.
- Sharing effective practice on attendance management and improvement across schools.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability, or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.
- Ensuring school staff receive adequate training on attendance.

The headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the **Senior Leadership Team** to oversee the attendance in school (also known as the '**senior attendance champion**') and an attendance officer (these maybe the same person in a small school) Both people must be trained as a **designated safeguarding lead**. Ensuring all families are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.
- Ensuring the correct recording, notification and reviewing of pupils on part-time timetables, temporary managed placements or at dual placements.

The designated senior leader responsible for attendance is Mr David Mills and can be contacted via telephone on 01246 273458.

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling and encouraging good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated and recorded on My Concern.
- Where designated, taking the attendance register at the relevant times during the school day.

The attendance champion is responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with pupils and parents with regard to attendance.
- Following up on incidents of persistent poor attendance.
- Informing the LA of any pupil's name being deleted from the admission register unless exceptions apply.

Parents are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.

3. Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed
- Not attending school for any reason

Authorised absence:

- An absence is classified as authorised when a pupil has been away from school for a legitimate unavoidable reason and the school has received notification from a parent or carer. For example, if a child has been unwell and the parent contacts the school to explain the absence.
- Religious or cultural observances for which the school has granted leave

Only the Headteacher can decide on whether an absence is authorised or not. Even if absence is supported by parent/carer, an absence will be unauthorised if not agreed with the headteacher.

Unauthorised absence:

- An absence is classified as unauthorised when a pupil is away from school without a legitimate reason.
- An absence is classified as unauthorised when a pupil is away from school without the knowledge or authorisation of the school even if the absence is supported by the parent/carer.

Persistent absence (PA):

- Missing 10 percent or more of schooling across the year for any reason authorised or unauthorised bringing their attendance to 90% or below.

4. Attendance expectations

The trust and each individual school have high expectations for pupils' attendance and punctuality and ensures that these expectations are communicated to families and pupils.

Pupils will be expected to attend school punctually every day and they are required to be at school, for the full day.

Pupils will be expected to be at the school gate at 8:25am and ready to begin mentor time at 8.35am. Pupils will have a morning break at either 10am or 11am, which will last 30 minutes, and a lunch break at either 12:30pm or 1.30pm which will last 35 minutes – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times. Registers will be taken as follows throughout the school day:

- The morning register will be marked by 8:35am. Pupils will receive a late mark (L) if they are not at roll call by 8:40am.
- The morning register will close at 09:05am. Pupils will receive a mark of absence (U) if they do not attend school before this time
- The afternoon register will be marked by 11:30am. Pupils will receive a late mark (L) if they are not in their classroom by 11.35am.
- The afternoon register will close at 12:00pm. Pupils will receive a mark of absence (U) if they are not present at this time.

Pupils should communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

Lateness

Children who are persistently late after close of register will quickly fall behind with their learning and will have an unsettled start to the day as they will miss key information about the day and future events and the opportunity to speak to friends before school starts.

Any pupil who comes into school after 8:40am will be marked as late. 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 9:05am will be marked as attendance code U. This is an unauthorised absence for the whole session and will affect your child's overall attendance percentage and can be used to calculate absence thresholds for legal decision making.

Persistent Lateness

The attendance manager oversees the morning late gate. The attendance manager engages pupils and families who are persistently late by using the following strategies:

- Late detentions after school
- Formal and informal discussions with pupils and parents/carers
- Monitoring data for late pupils
- Engaging Family Support Worker where necessary
- Using reasonable adjustments to allow pupils to be able to access school.

5. Absence procedures

Families must contact the school office before 8:25am on the first day and every subsequent day of their child's absence – It is a legal requirement that they will be expected to provide an explanation for the reason for absence and an estimation of how long the absence will last, e.g., one school day.

Where a pupil is absent, and their family has not contacted the school by the time the registers have been checked, to report the absence, staff will contact the family as soon as is practical on the first day and every subsequent day that they do not attend school without contact.

The school will follow up any absences to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school system.

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable concern about the authenticity or impact of the illness.

Where a child has been absent without explanation, we will contact the family requesting the reason for absence. If we are unable to get the reason, we will send an email or message through the school messaging service requesting the reason for absence to parents/carers to complete. If a response is not received by the specified date, then the absence will be recorded as an unauthorised absence (Attendance Code O)

In the case of a persistent absentee (a pupil’s attendance drops below 90 percent) where there are concerns with the reasons for absence or informal voluntary support has not made an improvement, the attendance officer will be informed, and a formal meeting to write an attendance improvement plan will be arranged with the pupil’s parents and the pupil

Where a pupil has not returned to school for 10 days after an authorised absence or is absent from school without authorisation for 20 consecutive school days, the school will remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the pupil after making reasonable enquiries.

6. Attendance register

The school uses Arbor to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

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

The following codes are taken from the DfE’s [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed

Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend

C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available

Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence

U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

When the school has planned in advance to be fully closed, the code ‘#’ will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

Pupils who are absent from school but are receiving remote education for any reason will still be marked as absent in the register using the most appropriate absence code.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

The school will share its daily attendance data with the DfE directly from the management information system.

Where there is more than one afternoon session, and therefore the attendance register is taken more than once in the same afternoon, the school will use the codes from the last afternoon session as the basis for its statistical attendance data.

Every entry received into the attendance register will be preserved for six years.

7. Authorising parental absence requests

Parents will be required to request certain types of absence in advance. All requests for absence will be handled by the headteacher – the decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the pupil and the impact on the pupil’s education into account. The headteacher’s decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents, and will not deny any request without good reason.

Leave of absence

The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the headteacher **in writing** at least **two weeks** prior to the proposed start date of the leave of absence,

providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the headteacher will determine the length of time that the pupil can be away from school. The school is not likely to grant leaves of absence for the purposes of family holidays.

Requests for leave will not be granted in the following circumstances:

- During Year 7 when a pupil is settling into the school, unless certain exceptional circumstances apply, e.g. the death of a family member
- Immediately before and during assessment periods
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above **10 percent** for any reason

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

Repeated period of unauthorised leave and penalty notices

The working together to improve attendance guidance now states that there is a two-penalty notice limit over a rolling 3-year period.

If repeated penalty notices are being incurred, it is unlikely that they are having an impact on improving pupils' attendance. Therefore, from autumn term 2024, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3-year rolling period and any second notice within that period is charged at a higher rate:

-First Offence - The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.

-Second Offence (within 3 years) -The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days.

-Third Offence and Any Further Offences (within 3 years) - The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court.

Medical or dental appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

Performances and activities, including paid and unpaid work

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
- For not more than five hours on any such day.

Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the headteacher to authorise the leave of absence for each day. The headteacher will not authorise any absences which would mean that a pupil's attendance would fall below **96 percent**. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity.

Attending an interview for employment or for admission to another educational institution

The school will usually grant leave of absence where an application has been made in advance by the parent who the pupil normally lives with and the leave is to enable the pupil to attend an interview for employment or admission to another educational institution, e.g. university or college.

Study leave for a public examination

The school may grant leave of absence for a pupil to study for a public examination and the leave has been agreed in advance with a parent who the pupil normally lives with.

Study leave will not be granted by default once tuition for the examination syllabus is complete and will be used sparingly. Provision will still be made available for pupils who want to continue to come into school to revise.

Pupils subject to a part-time timetable

In very exceptional circumstances and where it is in a pupil's best interests, the school will grant leave of absence to accommodate for a pupil on a part-time timetable. In such circumstances, the days on which the pupil is expected to attend school will be agreed in advance.

Religious observance

Parents will be expected to request absence for religious observance at least **two weeks** advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school

will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

Parent travelling or occupational purposes

If a pupil is travelling with their parent as a result of the parent's trade or business and is therefore unable to attend, the school will assure itself that this is a genuine reason. Proof will not be sought without genuine and reasonable doubt about the authenticity of the reason for absence given. The parent will be encouraged to ensure that the pupil can attend a school where they are travelling to, and be dual registered at that school.

8. SEND- and health-related absences

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, families will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSLs and the Child Protection and Safeguarding Policy will be followed. All pupils will be supported with their mental health should this present a barrier to attending school.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the Local authority if a pupil is likely to be away from the school for more than 15 consecutive school days, are placed on a temporary part-time timetable or a dual placement.
- Provide the Local authority with information, when necessary, about how the pupil's needs are being met.
- Help the pupil reintegrate at school when they return.
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding regular (at least termly) meetings to evaluate any implemented reasonable adjustments.
- Using any internal or external specialist.

- Enabling a pupil to have a temporary reduced timetable if this is in the best interests of the pupil.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Tailored support to meet their individual needs.

9. Leave during lunch times

Families may be permitted to take their child away from the school premises during lunch times in exceptional circumstances or if it is in the best interests of the pupil with permission from the headteacher – it is at the headteacher’s discretion as to whether a pupil will be allowed to leave the premises.

Families must submit a written request, outlining the reasons for their child to leave the premises during lunchtime.

10. Truancy

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence and parents/carers are not aware.

All staff will be actively engaged in supporting the regular attendance of pupils and understand the importance of continuity in each pupil’s learning.

All pupils are expected to be in their classes for registration, where the teacher will record the attendance electronically. Any pupil with permission to leave the school during the day must sign out at the school office and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the headteacher/deputy headteacher/pastoral teams and attendance team are notified, and they will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:

- In the first instance, a letter of warning will be sent to the families of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.
- If any further truancy occurs, then the school will consider issuing a penalty notice.
- A penalty notice will be issued where there is overt truancy, inappropriate parentally condoned absence, excessive holidays in term-time and persistent late arrival at school.

The DSL will be involved where an instance of truancy may be linked to a safeguarding concern. Any safeguarding concerns will be dealt with in line with the Child Protection and Safeguarding Policy. Police will be contacted if the child’s whereabouts are not known.

11. Missing children

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school and parent/carer. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the missing pupil will inform the senior leadership team/HOY/attendance and safeguarding team immediately.
- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search.
- A member of staff will stay with the rest of the class, and other available members of staff will conduct a thorough search of the school premises as directed by the Assistant Headteacher.
- The following areas will be systematically searched:
 - All classrooms
 - All toilets
 - Changing rooms
 - The library
 - Any outbuildings
 - The school grounds
- Available staff will begin a search of the area immediately outside of the school premises and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found after 30 minutes, then the families of the pupil will be notified.
- The school will attempt to contact parent/carer using the emergency contact numbers provided.
- If the families have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- A member of staff will record the incident, describing all circumstances leading up to the pupil going missing.
- If the missing pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed.
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.
- Families and any other agencies will be informed immediately when the pupil has been located.

The headteacher will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Behaviour Policy.

The headteacher will carry out a full investigation and will draw a conclusion as to how the incident occurred. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

12. Attendance intervention

The school expects pupils to aim for 100% attendance.

In order to ensure the school has effective procedures for managing absence, the attendance team, supported by the SLT, will:

- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.

- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Conversations and informal meetings with parents and pupils
 - Sending texts, emails, and letters to parents.
 - Having a structured review meeting.
 - Engaging with local authority attendance teams.
 - Using fixed penalty notices.

The school will use attendance data, in line with the **Monitoring and analysing absence** section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging. These strategies will be developed on a case-by-case basis and will consider the individual needs of the pupils whom the intervention is designed to target.

see Appendix 1 – Summary of Attendance monitoring procedures

The school will acknowledge outstanding attendance and punctuality in the following ways:

- Text/Email messages to parents/carers
- Attendance Certificates
- Attendance Letters for outstanding attendance
- Reward activities

13. Working with Families to improve attendance

The school will work to cultivate strong, respectful relationships with parents, carers and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will offer early help or liaise with other agencies working with pupils and their families to support attendance, e.g., social care and the school nurse.

We will support families by working together to improve attendance by building effective relationships with families.

These could include;

- Regular parent drop ins, coffee mornings
- A welcome for parents
- A positive environment for parents and an open-door policy for parents
- Celebration events and assemblies
- Attendance rewards for pupils and celebration messages for parents

The school will ensure that there are **two** sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation. Both contact numbers will be used if necessary.

The school will ensure that parent/carers are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – families will be made aware that this means their child must attend school every day that it is open, unless in certain

circumstances, e.g., sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parent/carers about their child's levels of attendance, absence and punctuality, and will ensure that they are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance officer will work collaboratively with the pupil and their families to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly and developing an attendance improvement plan. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the pupil's experience in school, the attendance team will work with the headteacher and any relevant school staff, e.g., the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g., they are related to issues within the pupil's family, the attendance team will liaise with any relevant external agencies or authorities, e.g., through an early help assessment, children's social care or the local authority, and will encourage families to access the support that they may need.

14. Persistent Absentee

There are various groups of pupils who may be vulnerable to high absence and Persistent Absentee, such as:

- Children in need
- LAC
- Young carers
- Pupils who are eligible for FSM
- Pupils with EAL
- Pupils with SEND

The school will use a number of methods to help support pupils at risk of becoming Persistent absentee to attend school. These include:

- Meeting with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Making regular contact with families to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

The school will focus particularly on pupils who have rates of absence over 50 percent and will work with the local authority and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of persistent absence is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g., social care, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe persistent absence following intervention may constitute neglect and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

15. Penalty Notices and Legal intervention

The school will allow sufficient time for voluntary support to identify and tackle barriers for pupils' attendance; however, where engagement strategies have not had the desired effect, the attendance team will consider:

- Holding a formal meeting with parents/carers and the school's point of contact in the School Attendance Support Team at the Local authority to develop a formal attendance panel meeting
- Working with the Local authority to put an education supervision order in place.
- Completing an early help with the family.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the headteacher will issue a notice to improve as a final opportunity for parents to engage in support and improve attendance before a penalty notice is considered.

Where a pupil reaches the national threshold of 10 sessions of unauthorised absence in a rolling period of 10 school weeks, the school will consider whether a penalty notice is appropriate. Each case will be considered individually to determine whether a penalty notice or another tool or legal intervention should be used to improve attendance.

A fixed penalty notice will be issued in line with the LA's code of conduct and the DfE's ['Working together to improve school attendance'](#) guidance.

A penalty notice is an alternative to prosecution. It requires the parent to pay a fixed amount as a fine for their child's non-attendance and avoids court proceedings. It is intended to secure better attendance without taking legal action through the courts. **When two parents/carers are issued with a penalty notice for the same child both penalty notices must be paid. The fine will apply to each parent for each child who fails to attend regularly and punctually.**

Penalty notices for unauthorised absences will be charged at £160, reduced to £80 if paid within 21 days.

A penalty notice of £160 may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion. This will be reduced to £80 if paid within 21 days.

Parents will only get up to two fines for the same child in a three-year period. Once this limit has been reached, other action such as a parenting order or prosecution will be considered.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

Parents who are prosecuted and attend court because their child has not been attending school may be fined up to £2,500.

Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue

parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.

Once an SEO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be held every 3 months.

Failing to comply with an SEO will result in a fine and decisions will be made about whether further action is required.

16. Monitoring and analysing absence

The attendance team will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address habitual absence at the first signs.

The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school, as a whole.
- Individual year groups.
- Individual pupils.
- Individual classes
- Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM.
- Pupils at risk of Persistent absence.

The attendance manager will conduct a thorough analysis of the above data on a **half-termly, termly and full-year** basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The attendance officer will present this information to the headteacher or member of the senior leadership team **half-termly, termly and full-year** to celebrate success, identify trends and agree actions moving forward.

The attendance officer will provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures. The attendance officer will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The local governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement and will share practice which has been shown to be effective with other schools.

The board of trustees will also monitor attendance and ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

17. Training of staff

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

The governing board will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will be offered regular and ongoing training as part of their CPD opportunities.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance
- The school's procedures for multi-agency working to provide intensive support for pupils who need it

The governing board will provide dedicated and enhanced attendance training to the attendance officer and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

18. Deletions of names from the admission register

The school will ensure that it only deletes names from the admission register for a reason set out in regulation 9 of the School Attendance Regulations. A pupil's name will never be removed for any other reason and the school is aware that doing so could constitute off-rolling.

The school will make returns to the LA when pupils' names are deleted from the admission register. This will be with the exception of pupils whose name has been deleted from the register at or after the end of the last term of the school year when they are in the most senior year group, unless the LA has requested this information.

When the school is notifying the LA that a pupil's name is being deleted from the admission register, the following information about the pupil will be provided:

- Full name

- Address
- The full name and address of any parent the pupil normally lives with
- At least one telephone number by which any parent the pupil normally lives with can be contacted in an emergency
- If applicable, the pupil's future address, the full name and address of the parent who the pupil is going to live with and the date the pupil will start living there
- If applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school
- The reason under which the pupil's name has been deleted from the admission register

Names will never be retrospectively deleted from the admission or attendance register – these registers will remain an accurate record of who is a registered pupil and their attendance at any given time. Pupils' attendance will be recorded up until the date that their name is deleted from the admission register.

19. Monitoring and review

Attendance and punctuality will be monitored throughout the year. The whole school attendance target is 96 percent.

This policy will be reviewed annually by Embark and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

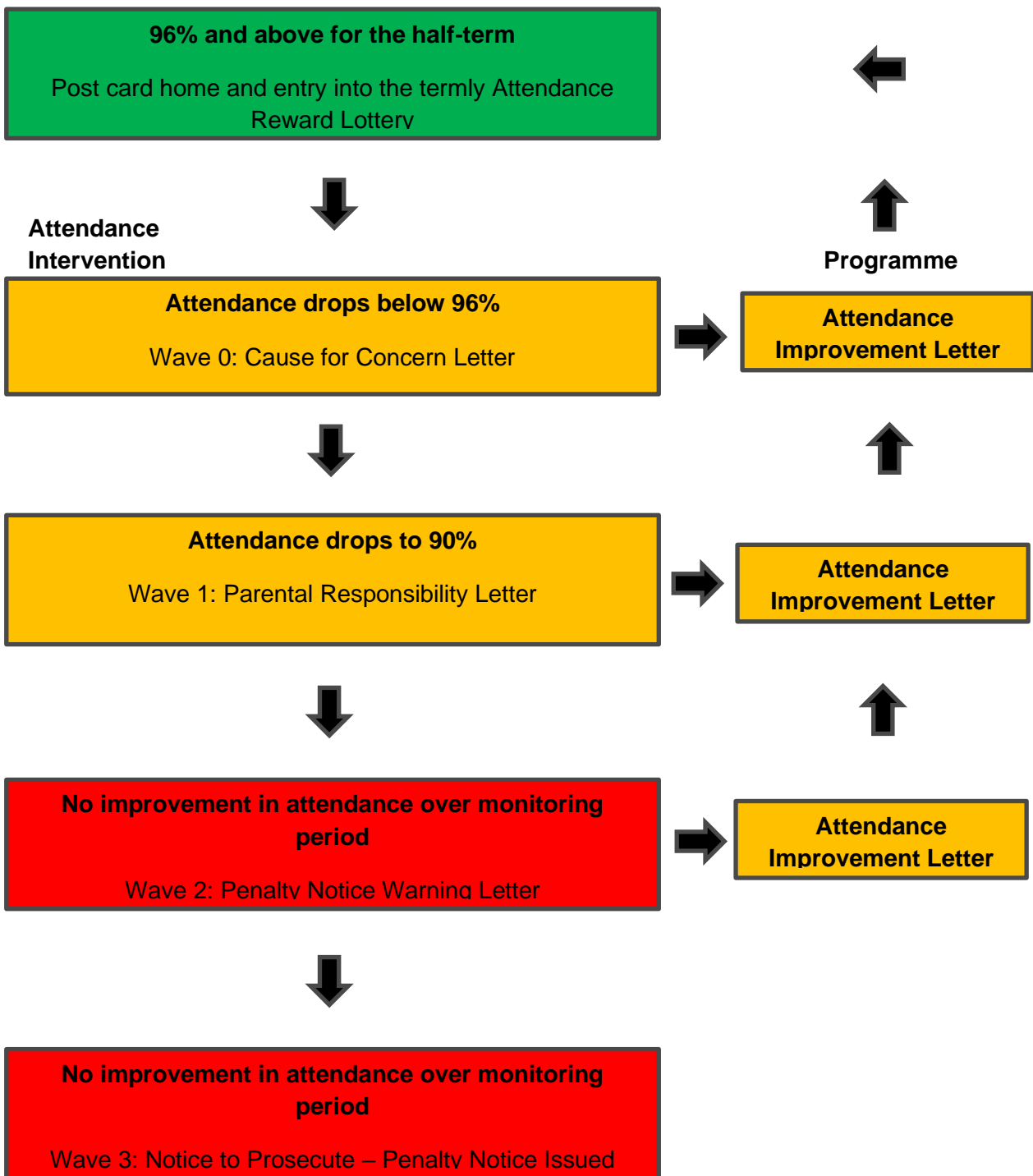
Appendix 1 Attendance Monitoring and Intervention Programme

Where a pupil's attendance falls below 96% attendance, they are no longer meeting the school's minimum expectation and will see a Wave 0: Cause for Concern Letter issued. If absence continues and a pupil's attendance falls below 90%, they are classed as persistently absent (PA). When attendance falls close to or below 90%, parents/carers will receive a Wave 1: Parental Responsibility Letter and will be contacted by the Attendance Manager to discuss possible barriers to learning and strategies to help implement a positive routine for learning.

If there is no improvement in attendance, the Attendance Manager will contact parents/carers to further discuss barriers to learning and invite parent/carer into an Attendance Panel Meeting. At this Attendance Panel Meeting the Attendance Manager, from speaking to parent/carer prior and gaining information surrounding the barrier(s) to learning, will invite the relevant members of staff to attend. This could see the following present:

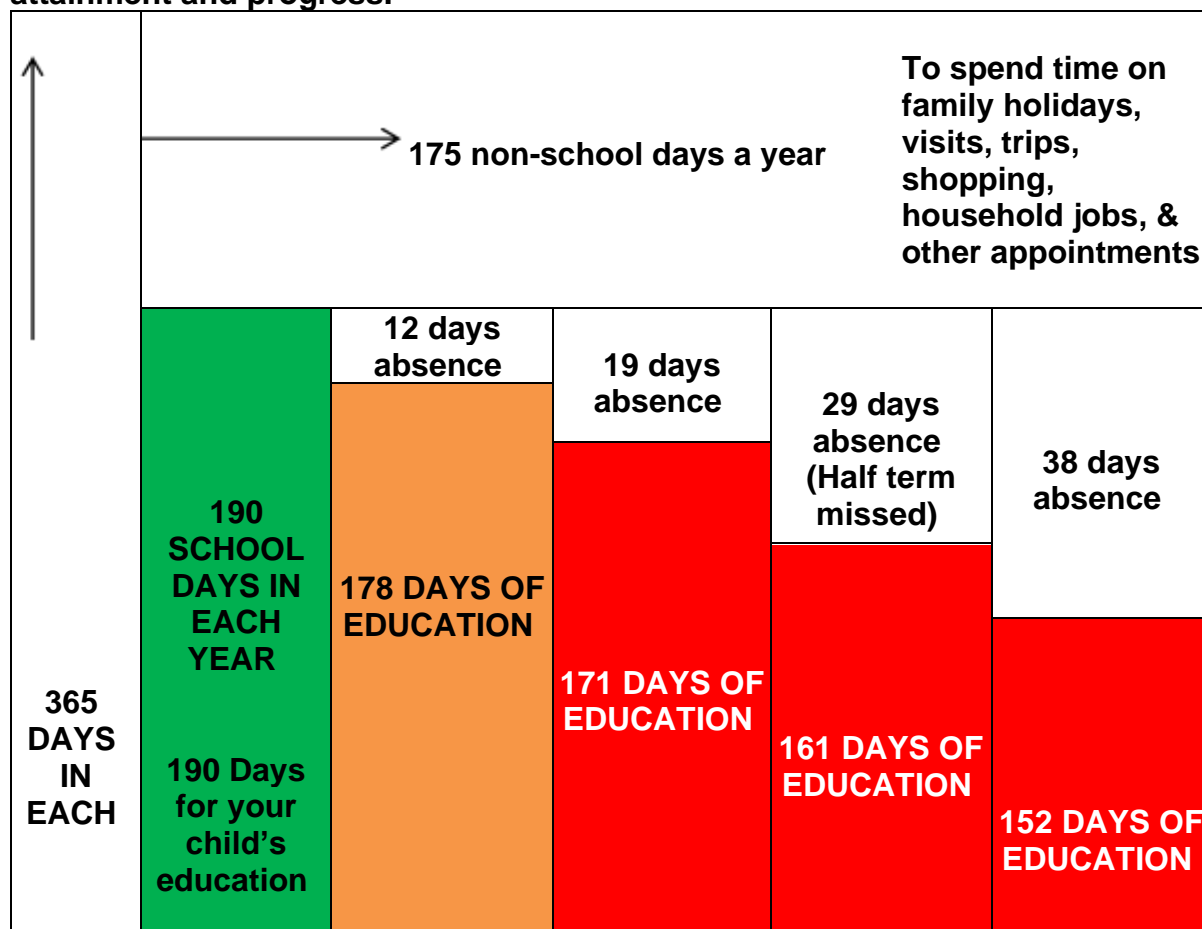
- Pastoral Manager
- Curriculum Leader
- Early Help Officer
- SEND Manager/SENDCo
- SLT


This will allow for the efficient sharing of information and for the relevant members of staff for each department in school to implement discussed actions to help remove barriers to learning and this will support the pupil and their future opportunities. Failure to attend the Attendance Panel Meeting, the Attendance Intervention Programme may begin in your absence. Following this, if your child/children's attendance continues to fall, the school will seek legal proceedings that may result in parents/carers being issued with a penalty notice. A summary of the graduated response that leads to the implementation of an Attendance Intervention Programme for a family is as follows:



**Appendix 2 – Days off add up to Lost Learning
DAYS OFF ADD UP TO LOST LEARNING**

There is clear evidence to show that days off school impact on your child's attainment and progress.

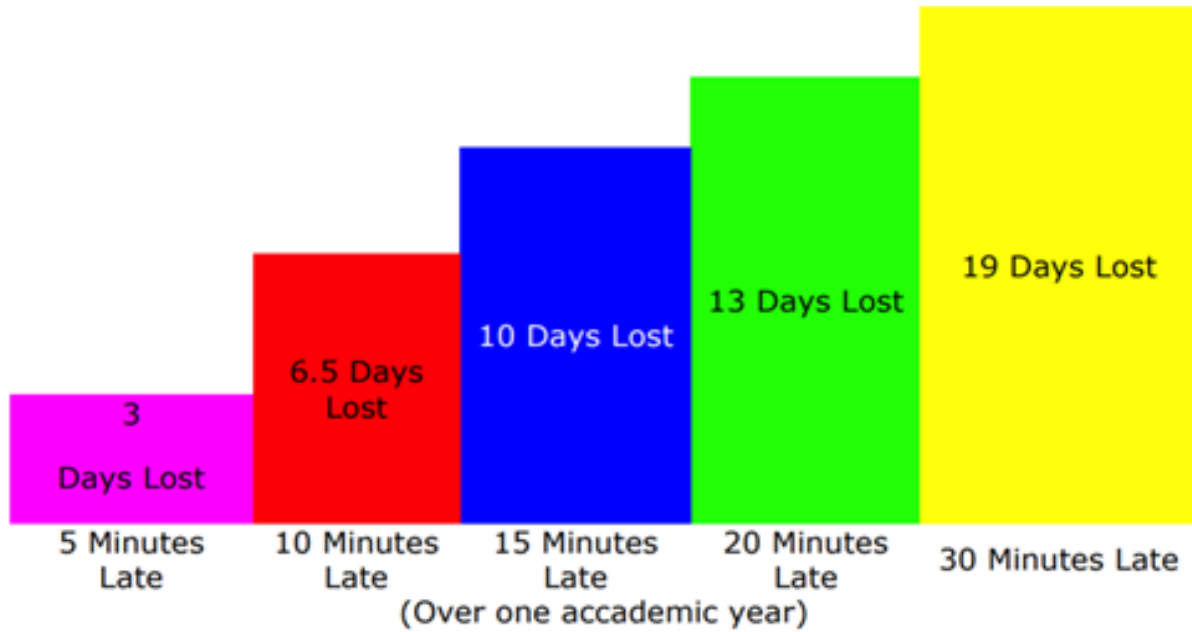


 YEAR	100% to 95%	94%	90%	85%	80%
	GOOD Best chance of success	WORRYING Less chance of success	SERIOUS CONCERN Not fair on your child Possible Legal Action		
	YOUR CHILD IS IN A GOVERNMENT CATEGORY OF PERSISTENCE ABSENCE				

Appendix 3 – Number of minutes late that add up to Lost Learning

Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



Appendix 4 - Home Visits/safe & well check

Attendance and Safeguarding Protocol for Vulnerable Pupils

This protocol operates alongside Parkside Community School's [Attendance Policy](#), [Child Protection and Safeguarding Policy](#), the Embark Lone Working Policy, and [Derbyshire County Council Children Missing from Education](#) (CME) procedures.

Purpose

This protocol sets out Parkside Community School's safeguarding-led approach to attendance for pupils who are considered vulnerable. It establishes clear procedures for responding to absence where a pupil's safety, welfare or wellbeing may be at risk. Attendance is treated as both an educational priority and a safeguarding responsibility, and is integral to the school's safeguarding duties, including escalation through Children Missing Education (CME) procedures where required.

Scope

This protocol applies to all pupils on roll, with enhanced safeguarding arrangements for pupils identified as vulnerable. This includes pupils who are under assessment by children's social care, subject to Child in Need (CIN) or Child Protection (CP) plans, children who have or have recently had a social worker, and any other pupils identified through safeguarding, SEND, mental health, pastoral or attendance processes.

Core Principles

Regular attendance is a protective factor. Unexplained, persistent or severe absence may indicate safeguarding risk. The school will adopt a child-centred, support-first approach, working in partnership with families, Derbyshire County Council Inclusion Service and other agencies to understand and remove barriers to attendance, while acting promptly where concerns about safety arise.

Attendance and Safeguarding Systems

The school uses Arbor as its management information system for attendance monitoring and analysis. Safeguarding concerns, decisions and actions are recorded on MyConcern. Attendance and safeguarding records will be aligned, with relevant information shared appropriately between systems to support timely and effective safeguarding responses.

Roles and Responsibilities

Safeguarding and attendance responsibilities are held by a clearly defined team, ensuring strong oversight, effective information-sharing and proportionate escalation.

- Deputy Headteacher for Inclusion: The Deputy Headteacher for Inclusion is the Designated Safeguarding Lead (DSL), has strategic oversight of attendance, and is the designated teacher for looked after children. Responsible for safeguarding decision-making, escalation, liaison with children's social care and the local authority, and oversight of attendance concerns for vulnerable pupils. The Deputy Headteacher for Inclusion is the Senior Attendance Champion.
- Assistant Headteacher: The Assistant Headteacher for Student Culture has operational oversight for attendance and is the Attendance Champion for the school. Responsible for the daily running of attendance and reducing barrier to learning prior to Early Help Support, Inclusion Support Advisory Service (ISAS), or Part-time timetable implementation. Provides leadership oversight of pastoral and attendance practice across year groups, supports Heads of Year's with attendance and safeguarding concerns, and contributes to multi-agency planning.
- Deputy DSL Supports the DSL in safeguarding and attendance work, undertakes family support and early help activity, contributes to attendance follow-up and planning, and may undertake home visits in line with the Embark Lone Working Policy.
- Attendance Manager: Manages day-to-day attendance processes on Arbor, monitors registers and absence data, flags concerns to pastoral and safeguarding staff, supports first-day and continuous response, completes CME, ISAS and Statutory Absence Reporting (Attendance Returns & Sickness Returns) where required. Monitors and completes Penalty Notice Procedures.
- Heads of Year (teaching/non-teaching): Monitor attendance and pastoral support within their year groups, follow up absence, work directly with pupils and families to address barriers to attendance, and escalate concerns to safeguarding leads where appropriate.
- All staff: Are responsible for accurate register completion, maintaining professional curiosity, and reporting attendance or safeguarding concerns promptly in line with this protocol and the school's safeguarding procedures.

Home Visit/Safe & Welfare Check

Safe and welfare visits to a student's home are a vital safeguarding and attendance measure, rooted in statutory guidance such as *Keeping Children Safe in Education (KCSIE)* and the DfE's *Working Together to Improve School Attendance*. These visits ensure that when a child is absent, whether or not a reason has been provided, the school can verify the child's safety, wellbeing, and access to education. Persistent or unexplained absence can be an indicator of wider safeguarding concerns, including neglect, exploitation, or unmet needs, and therefore requires a

proactive response. In line with Parkside Community School and Embark Federation safeguarding and attendance policies, home visits demonstrate a duty of care, reinforce the school's responsibility to safeguard all pupils, and promote strong partnership working with families. They also provide an opportunity to identify and address barriers to attendance early, ensuring appropriate support is offered and that no child becomes 'invisible' or at risk due to lack of contact.

Parkside Community School will implement the following parameters for Safe & Welfare Visits:

- Vulnerable students (CIN, CP, LAC, PLAC, EHA) will have a safe & welfare visit completed on the **first day** of absence when no reason for absence is provided or gained.
- Vulnerable students will have a safe & welfare visit completed on the **second day** of absence, **with or without reason** for absence provided or gained.
- Any other student who is on the attendance register and has not been seen in 3 days, with or without reason for absence, in or out of school, will be visited.
- A safe & welfare visit will be made until the student has been seen. If the school is not able to see and speak to the student, the Attendance Manager, working alongside our Safeguarding Team, will contact our local Police Community Support Officer (PSCO) and/or Police Constable (PC) and request a safe & well check.
- If a parent/carer fails to provide information as to the whereabouts of a student, or does not allow the school to carry out their legal safeguarding duties as per DfE's Keeping Children Safe in Education (KCSIE), Parkside Community School will, after 10 days of a student not being seen by the school, will report the student Missing from Education to the LA.

Vulnerable Students (CIN, CP, LAC, EHA) – Notified Absence Protocol

	Community Liaison Officer	Attendance Officer	Attendance Manager	Safeguarding Admin
Day 1				
AM and PM text home		X		
Early Help/Social Care notified				X
Day 2				
AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place	X			
Early Help/Social Care notified				X
Day 3				
AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 2	X			
Early Help/Social Care notified, will request social care to visit household				X
Day 4				
AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 3	X			

Early Help/Social Care notified				X
Day 5 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 4	X			
Early Help/Social Care notified				X
Day 6 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 5	X			
Contact PSCO's for home visit			X	
Early Help/Social Care notified				X
Day 7 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 6	X			
Early Help/Social Care notified				X
Day 8 AM and PM text home		X		
Phone call home to discuss return to school			X	

Safe & well visit to take place if not seen on day 7	X			
Early Help/Social Care notified				X
Day 9 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 8	X			
Early Help/Social Care notified				X
Day 10 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 9	X			
Early Help/Social Care notified				X
Complete CME – Where appropriate			X	

Vulnerable Students (CIN, CP, LAC, EHA) – Not Notified Absence Protocol

	Community Liaison Officer	Attendance Officer	Attendance Manager	Safeguarding Admin
Day 1				
AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place	X			
Early Help/Social Care notified				X
Day 2				
AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 2	X			
Early Help/Social Care notified				X
Day 3				
AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 2	X			
Early Help/Social Care notified, will request				X

social care to visit household				
Day 4 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 3	X			
Early Help/Social Care notified				X
Day 5 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 4	X			
Early Help/Social Care notified				X
Day 6 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 5	X			
Contact PSCO's for home visit			X	
Early Help/Social Care notified				X
Day 7 AM and PM text home		X		

Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 6	X			
Early Help/Social Care notified				X
Day 8 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 7	X			
Early Help/Social Care notified				X
Day 9 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 8	X			
Early Help/Social Care notified				X
Day 10 AM and PM text home		X		
Phone call home to discuss return to school			X	
Safe & well visit to take place if not seen on day 9	X			
Early Help/Social Care notified				X

Complete CME – Where appropriate			X	
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Persistently Absent

Where a pupil is Persistently Absent (attending less than 90% of possible sessions), or where attendance patterns indicate escalating safeguarding risk, the school will continue to follow the attendance policy, and complete an Absence Intervention Programme (Appendix 5).

Staff Safety and Lone Working

Where attendance and safeguarding actions involve lone working activities, including home visits or welfare checks, these must be undertaken in line with the Embark Lone Working Policy. All such activities must be risk assessed, authorised by an appropriate manager, and follow agreed communication and check-in procedures to ensure staff safety.

Immediate Safeguarding and CME Escalation

At any stage, staff must not delay safeguarding action where there are concerns that a pupil may be at risk of harm. Immediate escalation to the DSL and referral to children's social care and/or the police will be made where a pupil's whereabouts are unknown or safety cannot be verified. Where appropriate, concerns will also be referred through Derbyshire County Council Children Missing Education (CME) procedures.

Recording, Monitoring and Review

All attendance and safeguarding actions taken under this protocol are clearly recorded and aligned across Arbor and MyConcern. CME referrals are submitted securely and documented. Attendance patterns for vulnerable pupils are reviewed regularly within safeguarding supervision and multi-agency planning. This protocol will be reviewed annually, or sooner in response to changes in statutory guidance or local authority requirements.

Appendices

Appendix 5:



PARKSIDE COMMUNITY SCHOOL

ABSENCE INTERVENTION PROGRAMME

2026 – 2027 ACADEMIC YEAR

XXXXX (XX) – Mentor

Parent/carer attendee	
Parkside attendee	Luke Boden - Attendance Manager
Meeting date	

ATTENDANCE OVER TIME

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR TO DATE	EXPECTATION
##%	##%	##%	##%	##%	##%	96%

BARRIERS AND INTERVENTIONS

ANXIETY	<input type="checkbox"/>	A1 Significant fear of an aspect of the school environment (e.g., open spaces, enclosed spaces, crowds, noise, social interaction, transport to school)
	<input type="checkbox"/>	A2 Significant fear of something happening at school (e.g., social exclusion, bullying, getting sick, having a panic attack, failing academically)
	<input type="checkbox"/>	A3 General school phobia characterised by a fear reaction (e.g., tears, sweating, fast breathing, racing heart, panic, angry outbursts, aggression, oppositional behaviours) when near to school, before school, discussing school. Insomnia on school nights
HEALTH AND WELLBEING	<input type="checkbox"/>	H1 Mental or physical health problem/condition that impacts on daily life (e.g., IBS, migraine, sever period pains, OCD, enuresis, depression, eating disorder, ASD, ADHD, dyspraxia, anxiety/panic attacks, hearing or visual impairment, physical disability, language impairment, epilepsy)
	<input type="checkbox"/>	H2 Gender dysmorphic
SENSORY	<input type="checkbox"/>	SE1 Intolerance to certain sensory input (e.g., fabric of school uniform, proximity to others, noise, lighting, smells)

SOCIAL	<input type="checkbox"/>	SO1 Bullying/loss of class friend/isolated/falling out with another pupil
	<input type="checkbox"/>	SO2 Problems involving social media or cyberbullying
	<input type="checkbox"/>	SO3 Bad reputation at school
	<input type="checkbox"/>	SO4 Feelings of social exclusion due to cultural/ethnic/gender/LGBTQ identity

ACADEMIC	<input type="checkbox"/>	AC1 Learning difficulties/special educational needs
	<input type="checkbox"/>	AC2 Finds work too hard/easy
	<input type="checkbox"/>	AC3 Trouble with certain teacher
	<input type="checkbox"/>	AC4 Mistrusts teachers/worries about interactions with teachers
	<input type="checkbox"/>	AC5 Exam anxieties
	<input type="checkbox"/>	AC6 Pe/games difficulties
	<input type="checkbox"/>	AC7 Finds school hierarchy/rules too strict/inflexible

CHANGE	<input type="checkbox"/>	C1 Recent change of schools/move from primary to secondary/transitional year group
	<input type="checkbox"/>	C2 Recent move to UK/English is an additional language

FAMILY FACTORS	<input type="checkbox"/>	F1 Parental mental or physical health needs
	<input type="checkbox"/>	F2 Significant parental anxiety about CYP's health
	<input type="checkbox"/>	F3 Safeguarding concerns (e.g., DV, alcohol/substance misuse in family)
	<input type="checkbox"/>	F4 Loss/separation/bereavement
	<input type="checkbox"/>	F5 Stressful or traumatic life events (e.g., house fire, burglary, redundancy, dispute with neighbours/landlords)
	<input type="checkbox"/>	F6 Change in family structure (e.g., new sibling, new blended family)
	<input type="checkbox"/>	F7 Young carer
	<input type="checkbox"/>	F8 Money worries/debts/family living in poverty

	<input type="checkbox"/>	F9 Inadequate housing
	<input type="checkbox"/>	F10 Practical difficulties getting to school (e.g., other children with additional needs, transport issues, health problems)
	<input type="checkbox"/>	F11 Significant distress separating from main attachment figure
	<input type="checkbox"/>	F12 Cultural values which do not prioritise school-based education

OTHER FACTORS	<input type="checkbox"/>	O1 Liberal access to PC, phone, games console, internet, TV, food, lounging (bed/soda/duvet), cigarettes, drugs
	<input type="checkbox"/>	O2 Girlfriend/boyfriend out of school
	<input type="checkbox"/>	O3 Same-age or older peers out of school
	<input type="checkbox"/>	O4 Other family members at home during the day
	<input type="checkbox"/>	O5 Work/earnings out of school
	<input type="checkbox"/>	O6 Extra attention from, or time with, a parent
	<input type="checkbox"/>	O7 Greater control over environment and routines at home
	<input type="checkbox"/>	O8 Access to social online gaming
	<input type="checkbox"/>	O9 Access to learning through other means (online/family member)
	<input type="checkbox"/>	O10 Membership to a gang or radical group
	<input type="checkbox"/>	O11 At risk of Child Sexual Exploitation (CSE)
	<input type="checkbox"/>	O12 Low motivation – sees little point to school

MAINTENANCE/SEC ONDARY FACTORS	<input type="checkbox"/>	M1 How to explain absence to friends – social embarrassment
	<input type="checkbox"/>	M2 Facing teachers
	<input type="checkbox"/>	M3 Specific anxieties relating to returning to the school environment
	<input type="checkbox"/>	M4 Inability to catch up with school work
	<input type="checkbox"/>	M5 Secondary trigger event (e.g., family separation or bereavement)

<input type="checkbox"/>	M6 Difficulty accessing professionals
<input type="checkbox"/>	M7 Disrupted sleep cycles (late nights, sleep during the day)
<input type="checkbox"/>	M8 Strained relationships/lack of trust between school/family/professionals

AGREED INTERVENTION(S)

IMPACT REVIEW MEETING

INSERT DATE

WEEKLY ATTENDANCE

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 1-4 TOTAL	YEAR TO DATE	EXPECTATION
##%	##%	##%	##%	##%	##%	96%

NEXT STEPS

