For the purposes of this policy 'the parent' refers to the parents or carers of each student.

Rationale:

In publishing the Managing and Improving Attendance Policy, it is the intention of the school to:

• Have high expectations for every pupil's attendance,
•Communicate these expectations clearly and consistently to parents and pupils,
• Systematically analyse attendance data to target their actions at individual pupil and whole school level
• And, make attendance everyone's business in school

1. Responsibilities

The overall Strategic Lead for attendance is Mr Corin Willis, Deputy Headteacher Key Stage 4/5 and Designated Safeguarding Lead. Improving attendance sits as an objective within the Safeguarding Action Plan. Attendance updates are provided to Governors via the termly safeguarding support.

He is supported in the operational implementation of strategy by Miss Lee-Ann Gawley, Head of Middle School.

Working to improve attendance remains the responsibility of all stakeholders, including:

• Governors
• Leaders at levels within school
• Pastoral and Curriculum teams
• Support staff
• Pupils
• Parents
• External agencies including but not limited to the local authority, health, social services and the Education Welfare Service.

2. **Expectations for pupils and parents**

Encouraging good attendance and punctuality

100% attendance and 100% punctuality are expected from every student in the school from Year 7 to Year 11. The significance of excellent attendance and punctuality in effective education and in relation to safeguarding of young people is supported by research and continually emphasised to parents and students.

At the initial meeting in June for the parents of the new Year 7 intake, the legal requirements are defined. Parents are made aware of the effect of disruption and the lack of continuity caused by absence and lateness. The cumulative impact of absence on student safety/well-being, learning, understanding, course work requirements, examination entry and overall student achievement is explained.

Where information from Primary Schools suggests that attendance and/or punctuality are already a problem this is addressed with parents to emphasise the importance of improvement and to identify any possible support that can be put in place.

Students are encouraged and rewarded for achieving good attendance. Merits are awarded to students for excellent attendance and punctuality. Attendance will form part of the rewards structure for Merit Assemblies at the end of each term.

3. Attendance management processes

Medical absence

Parents are advised by school against making medical appointments during the school day if this is avoidable. The issue is then stressed by all staff to students throughout their time in school and to parents at public and personal meetings.

In the case of unavoidable medical appointments during the school day, the student should notify their tutor by producing an appointment card or letter arranging the appointment or a letter from parents. The tutor should then pass to this the Progress Leader, who will liaise with the Administration Team. Pupils sign out on the electronic visitor management system on leaving school from the Main Office. Students must sign back into school at the Main Office on their return. If there is a reason to query a request for absence, parents will be contacted for clarification.

For absences of 10 consecutive sessions (where one session is equal to half a school day) or more medical evidence is required, typically in the form of a doctor's note, unless parents/carers are informed otherwise.

Notifying student absence

If a student is absent the parent should telephone school by 8.30am on each day of the absence. If a student is absent without reason, the designated parent is contacted via the Parent Messaging system automated response service and the designated parent is requested to contact the school. When the student returns, she must bring a note written by the parent, giving the dates absent and the reason(s) for the absence. These are retained in the student's file. If the absence is likely to last for longer than a week, the parent must contact school, so that work may be organised and be collected.

In the absence of any contact from a parent/carer in the morning and further lack of contact following a text message from school, or subsequent phone calls from school, to verify the whereabouts of a students this action would then become a safeguarding issue, as the school is not able to verify the whereabouts of the student and the emergency contact numbers have not

Reviewed and amended by	Formally approved by Governors' Policy Chair	Review Date	Page 2 of 14
Mr C Willis 27th Feb 23	27th Feb 23	SPRING TERM 2024	

been responded to. It is expected that the parent/carer should respond to this letter by immediately contacting the school by explaining the student's absence and updating emergency contact numbers. If a safeguarding letter is sent out 3 days in a row then subject to availability and taking into consideration the pupil and/or family circumstances a home visit is made, either by a member of school staff, our Safer Schools Police Officer or by the Education Welfare Officer (EWO), in order to verify that the child is safe.

All records of absence are completed by the Administration Team, in the main school office. Any absence without an acceptable note is followed up for further action by the relevant Key Stage team within 2 weeks of the absence. If the parent fails to provide a reason the absence is recorded as unauthorised, and the school's Education Welfare Officer (EWO) may be directed to pursue the parents/carers to explain their child's absence.

Once a child's attendance has dropped below 91%, parents or carers **MUST** provide appropriate medical evidence for all absences or they will be marked as unauthorised, which may result in EWO action including the issuing of a penalty notice.

Family holidays during term time

Parents are requested not to take students out of school during term time for holidays. Any parent planning a holiday resulting in absence must notify, in writing, the Headteacher, at least 10 days before the holiday. Such holidays will be recorded as unauthorised absence and may result in a Penalty Notice. As part of the Headteacher's response to a holiday letter, parents and carers are advised that it is their duty to both safeguard their child and to ensure all work is caught up with on the child's return to school.

4. Escalation procedures and strategies to address concerns around attendance and punctuality

Attendance and punctuality review

Every student's attendance is reviewed after 4 weeks at the start of term and then on a weekly basis. Trigger points for the action that St. Julie's may take are as follows (where 'one session' is equal to one half-day):

Approximate attendance percentage	Typical number of late marks per half term	Stage	Possible Consequence/Actions
100 (0 days absence)	0	Green	• Attendance/punctuality rated as 'Outstanding' on references • Eligible for all termly attendance rewards • Other reward initiatives

97% (average of 2 sessions of absence per half term)	1 late	Green	• Eligible for all termly attendance rewards • Attendance/punctuality rated as 'Good' on references • Other reward initiatives
94-97% (average of up to 4 sessions of absence per half term)	2 lates	Amber	• Not eligible for attendance rewards; • Review with Form Tutor and/or Pastoral Support Assistants • Attendance/punctuality rated as no better than 'Satisfactory' on references • Letter sent to remind that attendance of 90% or below may result in Penalty Notice where law permits
92 - 94% (average of up to 5 sessions of absence per half term)	3 lates	Amber	• Mentoring/Intervention by Assistant Progress Leader and/or Progress Leader • Referral for study catch up • Attendance/punctuality rated as no better than 'Satisfactory' on references • Letter sent to remind that attendance below 90% may result in a referral to the Education Welfare Service which may in turn result in the issuing of Penalty Notice and/or Court Action
90-92% (average of up to 6 sessions of absence per half term) OR x10 or more sessions of unauthorised absence within a half term	4 lates	Red	• Mentoring/intervention by Progress Leader and/or Head of School • Education Welfare Officer warning notice • Attendance/punctuality rated as 'Poor' on references • Letter sent to remind that attendance below 90% may result in a referral to the Education Welfare Service which may in turn result in the issuing of Penalty Notice and/or Court Action
Below 90% (average of 8 or more sessions of absence absence per half term) OR x10 or more sessions of unauthorised absence within a half term	5+ lates	Red	• Not eligible for any out of school-time trips and visits until off Stage 4 • Deposit payable on external examination entry fees • Attendance/punctuality rated as 'Poor' on references • Education Welfare Officer referral • Letter sent to remind that attendance below 90% may result in a referral to the Education Welfare Service which may in turn result in the issuing of Penalty Notice and/or Court Action • Possible referral to Governor Panel • Early Help Assessment may be opened

Letters are sent to parents/carers to notify them of their child's attendance and punctuality, as outlined above. This is co-ordinated by Progress Leaders and Assistant Progress Leaders.

The numbers and percentages in this table should be used as a guide only. Progress Leaders will also be watchful for and will investigate any 'patterns' of absence (e.g. a tendency for a pupil to be frequently absent from school on one particular day or to be persistently late to or truant from lessons) even where overall attendance does not fall below the thresholds for action. This is in order to determine whether there are any underlying causes of absence that can be addressed through additional support from school.

Discretion can and will be shown by relevant staff in determining at which 'Stage' of our Attendance and Punctuality procedures a pupil sits and mitigating circumstances will always be taken into account. However, it is to be remembered that either poor attendance at school or lessons *or* poor punctuality to school or lessons, is enough to trigger the 'Stage' process – it is not necessary for a student have both poor attendance and poor punctuality. Expectations regarding punctuality apply equally to punctuality to lessons as they do to punctuality to school. Persistent lateness to or truancy from lessons – even where pupils arrive on time to school – can also lead to the application of the consequences outlined above and is dealt with under the school's Behaviour for Learning Policy.

Registering Attendance

If a student does not attend AM or PM registration, then the absent code N (no reason provided) must be used, where Form Tutors are not aware of a written prior explanation or attendance off site. This will then be changed to O (unauthorised absence) if no reason has been provided. A register should be taken every lesson by the teacher and any discrepancies between attendance at lessons and attendance in school or any incidents of lack of punctuality at lessons should be reported by staff using the 'Locate' email system and recorded on SIMS, with sanctions issued as appropriate.

Dealing with students who arrive late to school

A student arriving after registration begins at 8.45am and before 9.00am will be marked late (L) by the Main Office and this will be recorded on SIMS before a Parent Message is sent by 10.00 am to follow up on students who have still not arrived with no reason having been provided. Progress Leaders work with the Admin Team to identify and arrange priority contact for where there may be additional vulnerabilities for a pupil and more urgent notification of their non-arrival at school is required.

- The register remains open until 9.30am after which time the code used will be U which constitutes an unauthorised absence for the morning session.
- Administration Team, in the main school office contact parents/carers when a pattern of lateness begins to emerge. The threshold is **four** lates.
- Sanctions for lateness are applied by the Form Tutor and Progress Leader and include detentions the same day of 10 minutes as well as detentions of a longer period.

Addressing attendance concerns

Each Progress Leader will discuss any attendance concerns – including attendance at and punctuality to lessons - with the Head of School for that Key Stage. The School Nurse also liaises with the Progress Leaders, Leadership Team and Education Welfare Officer and may visit the home if the problem is health related. If a Social Worker is involved they are also kept updated by the Head of School.

The Progress Leader will in the first instance speak to and ideally seek to meet with the parents/carers of the student causing concern and explain the need to improve attendance or they may be referred to the Head of School and/or the EWO and/or become liable to receive a Penalty Notice (PN) where the law permits. Students with a high absence and/or lateness rate can be asked to attend Governors' Panel with their parents and the EWO.

Where students persistently miss PM registration (2 or more per week), Form Tutors will contact home and issue an appropriate sanction. Where students are late to or truant from lessons, the subject teacher and/or Curriculum Leader will contact home and issue an appropriate sanction.

In the case of more persistent truancy from lessons or registration, the student and parents are spoken to and ideally met with initially by the Assistant Progress Leader or the Progress Leader and the student placed on Attendance Report.

Every effort is made to support students returning to school after periods of absence. Confidentiality is maintained and staff are requested not to put pressure on students or question them but to make them welcome, encourage them and provide opportunity for the rest of the class to respond positively. On occasion, phased returns or temporarily reduced timetables may be used with pupils to assist with the process of reintegration. This can only be done with parental agreement and the Local Authority are always notified. The reduced timetable will be reviewed between 6 to 8 weeks after its implementation, at which point the time in school should be increased.

Monitoring the attendance of vulnerable pupils

A child missing from school or home can be an indicator of harm. Repeated missing episodes can be an indicator of exploitation. In addition, chronic poor attendance can be an indicator of neglect.

For the purposes of this policy, the term 'vulnerable pupil' refers to any pupil for whom, in the view of the relevant Head of School (with input from progress leaders and other pastoral staff), absence from school creates a larger than normal increase in the risk of harm.

This will usually include but may not be limited to pupils who are now or have ever been open to Children's Services; children subject to complex Early Help or multi-agency work; pupils for whom there is or has been known instability in the home; children who are Looked After; children suffering from poor mental and/or physical health; children with historical patterns of poor attendance.

Progress Leaders are responsible at the start of every half-term for agreeing with their Line Manager and then providing to the Admin Team an updated list for their Year Group of their identified vulnerable pupils. These pupils are then prioritised for contact to establish reason for absence where none has been provided.

School would also consider the following actions:

- Make a first day phone call to the family to establish the reasons for absence
- Send a text from a school phone to any mobile numbers in the household and also the landline. The text should request the family makes contact with an assigned school phone number. From a school account, send an email to any email address linked to the family. The email should request the family makes contact with an assigned school phone number.
- Deliver a letter to the family address asking them to make contact with an assigned school phone number.
- Contact other key agencies that are working with the family to establish if they have had any contact e.g. Health Visitor, other education settings, etc.
- Phone and text the emergency contacts for the family (friends/relative/neighbour).
- Seek further advice from Early Help Hub, link Education Welfare Officer, School Improvement Liverpool safeguarding@si.liverpool.gov.uk
- If the child has a social worker then school will always speak directly to the social worker (or manager) and agree what further steps need to be taken. It is important to establish when the social worker last spoke to the child and family.
- Risk assess the situation with other key agencies and consider the need for a door step home visit particularly for any child who by virtue of their age, disability, health or other complex needs could be left unprotected if a parent or carer was suddenly incapacitated due to a medical emergency. If the child has a social worker then the home visit, if needed, will most likely be undertaken by them. Where there is no social worker, the home visit could be undertaken by any appropriate agency who is currently working with the family and part of the 'team around the family'.

If after working with other agencies we have not been able to establish that a vulnerable child is being protected, then we would discuss with children's services the need to contact the police particularly if you believe a child who by virtue of their age, disability, health or other complex needs could be left unprotected if a parent or carer was suddenly incapacitated due to a medical emergency.

Any escalation of an attendance concern around vulnerable pupils - and its resolution - should be recorded using CPOMS.

Appendix: <u>Children Missing Education (CME)</u>

The national definition of a child missing education is:

"All children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. at home, privately or in alternative provision) **and** who have been out of any educational provision for a substantial period of time (usually agreed as four weeks or more)"

All children are entitled to an education, regardless of their circumstances. Those not attending a school risk underachieving, becoming NEET in later life or victims of CSE or abuse.

This policy complies with the following legislation and statutory guidance:
- DfE "Working together to Safeguard Children" 2015
- DfE "Keeping Children Safe in Education" 2016
- DfE "Children Missing Education" 2016
- The Education Acts 1996 and 2002
- The Education and Inspections Act 2006
- The Children Acts 1989 and 2004

The government has placed a duty on local authorities (Education and Inspections Act 2006, Section 436A) to make arrangements to establish (so far as it is possible to do so) the identities of children in their area who are of compulsory school age and not receiving a suitable education. In relation to children, suitable education is efficient full-time education suitable to her/his age, ability and aptitude and to any special educational needs the child may have.

The duty does not apply in relation to children who are registered at a school and are not attending regularly. Schools already have a duty to monitor attendance through the attendance register and to follow their attendance procedures when the attendance of an individual pupil gives cause for concern.

The purpose of this document is to establish a set of principles which all agencies can subscribe to and to set out the responsibilities of staff in schools, the Local Authority and Partners in ensuring that all children and young people have the opportunity to access appropriate and suitable educational provision and is underpinned by Liverpool's safeguarding procedures to ensure that the Local Authority (LA);
- Is able to fulfil its statutory duty to provide an education for all children of compulsory school age (year 11 students are covered by this policy until the last Friday in June of their last year in school);
- Identify, reengage and maintain contact with those children and young people missing from education who reside in Liverpool.
- Ensure Liverpool City Council, schools and families work together, along with other partners, to track students believed to be not to be on roll with an education provider until they are registered in a new school or other educational provision.

These missing children and young people are amongst the most vulnerable in Liverpool and therefore it is vital that practitioners in all services work together to identify and reengage these children and young people as quickly as possible.
This document does not apply to young people who run away from home or care placement. This group is subject to separate arrangements detailed in Liverpool's LSCB policies, procedures and protocols.

Identifying Children at risk of becoming missing from education.

Reviewed and amended by	Formally approved by Governors' Policy Chair	Review Date	Page 8 of 14
Mr C Willis 27th Feb 23	27th Feb 23	SPRING TERM 2024	

Some children are at greater risk of becoming a child missing education.
The following groups have been identified as at risk.
These include:

- Young offenders
- Children at risk from Child Sexual Exploitation
- Children at risk of becoming involved with gun and gang crime
- Children living in refuges
- Children at risk of radicalisation or extremism
- Runaways
- Children of homeless families
- Children of Refugees and Asylum Seekers
- Children of new immigrant families
- Children looked after
- Children from the Gypsy, Roma, Irish and Show People Communities
- Children who are privately fostered
- Young carers
- Pregnant teenagers and school age mothers
- Children with psychological/mental health problems
- Children who have been permanently excluded.
- Children whose parent/s are in prison
- Children subject to witness protection arrangements

Why do children go missing from education?
- They fail to start appropriate provision and thus never become a part of the education system;
- They cease to attend their education provision due to an unofficial exclusion or removal from the school roll;
- The parent/carer withdrawal of a child from the school roll with no details provided of alternative provision; or
- They fail to find alternative provision when moving to a new address within Liverpool or moving into Liverpool from Out of Borough.
- They fail to transfer from primary to secondary school
- Fail to complete a transition between providers (e.g. being unable to find a suitable school place after moving to a new Local Authority or transfer between school education phases).

They could potentially be at risk from sexual exploitation
- Forced Marriage.
- Female Genital Mutilation

St Julie's has a statutory duty to make reasonable enquiries to locate a pupil following unauthorised absence from school and, after 20 school days of unauthorised absence, to transfer the pupil records using the statutory electronic Common Transfer File (CTF).

New pupils joining St Julie's – expected first day of attendance.
Schools must now put pupils on the admissions register on the first day that school expects them to attend, not as previously, when they first attend.
Pupils join the school roll from the beginning of the first day on which the school has agreed, or has been notified, that the pupil will attend and must be listed in both the admissions and attendance registers from that day. If a pupil has accepted a place at the school and fails to

attend on the agreed date, school must follow up the absence to ensure that the pupil does not lose their place and that any safeguarding and missing from education concerns are addressed. If the child or young person does not join the school within 5 days of the expected first day of attendance a referral must be made to the Education Welfare Service.

Children who are on St Julie's school roll but;
- The child or young person fails to attend school without offering a reasonable explanation **and;**
- School has been unable to locate the pupil at the last known address and has completed the CME checklist.

may be referred to the CME team.

Children who are deemed to be at risk from harm.
If the child or young person is subject to a child protection plan or is a child looked after, notify the social worker as soon as no contact can be made.
Day 1 - Where there is concern for a child who is deemed to be at risk from harm, or where there is reason to suspect the child is a victim of crime, notify social care and/or the police immediately and inform the Education Welfare Service.

This document does not replace any of the existing safeguarding procedures and mechanisms for reporting and recording child protection concerns, which are to be observed at all times.

Children who are not deemed to be at risk or harm.
Follow attendance procedures e.g. first day contact.
Days 1-5 – Schools should make all investigations to determine the whereabouts or reasons for absence from school.
Days 6-19 - Where a pupil has been missing for 5 school days, the school should contact the Education Welfare Service. A missing pupils' checklist should be completed by the school.
Day 20 - Where a pupil remains missing from school/education provision, review the situation with the Education Welfare Service. If all enquires have been completed by the school/education provider and the Education Welfare Service, and the child is still untraced, a CME referral form should be completed by the school and in agreement with the Education Welfare Service, pupils may be removed from the roll once the CME checklist has been completed (Appendix A) and the case referred to the Local Authority.

The DfE has stated that it is no longer acceptable for schools to back date the off roll date to the beginning of enquiries once it is agreed a pupil can be removed from roll, unless it can be confirmed by the new destination that child was on their roll at that time.

Missing Pupils

Under normal circumstances when a child moves school the receiving school must contact the previous school to inform them they have placed the pupil on roll. In response to this, the previous school must complete a Common Transfer Form (CTF) and transfer this file to the new school via the secure data transfer site, referred to as School-to-School (S2S). The purpose of this national system is to try and avoid pupils going missing. Where a pupil leaves a school and no notification of a new school has been received, a school must within 1-10 days of their last date of attendance notify the LA CME officer having once completed the referral form and checklist. The pupil must remain on roll for at least 20 continuous school days whilst further enquiries are completed by the CME Officer – unless in the meantime their new destination can be confirmed.

Pupils located in Liverpool
- If the child returns to school or is found during the 20 days the child should not be taken off roll.
- The school should work with the child/family and if appropriate other agencies to ensure the child remains engaged in education.
- They may be removed from roll *only* if they then go on roll at another school.

Pupils located outside Liverpool
- The school should complete the referral form and checklist with information of the forwarding address and send to CME Officer who will make enquiries with the receiving authority to confirm the child's whereabouts.

Pupils not located
- If after completion of the referral form and checklist and submission to the CME Officer the child remains untraceable the school may remove the pupil from the roll.
- The pupil must remain on roll for at least 20 continuous school days whilst enquiries are completed. The school will post the child on the S2S site. In accordance with DfES S2S instructions the destination should be given as XXXXXXX (i.e. 7X's). This website enables LA staff on a national basis to see who is missing and provide fresh information where possible.
- The removal date will depend on whether the pupil has been traced to another school or is untraceable.
- The School must adhere to The Education (Pupil Registration)(England) Regulations 2006 Regulation 8 'Deletions from Admission Register'.

APPENDIX A

- Remove the pupil as a leaver from your database.
- Set up a Lost Pupils' destination school on your database, using XXX as the Local Authority code and XXXX as the school establishment number.
- Create a common transfer file (CTF) for the pupil, using the above Lost Pupils' destination school.
- Upload the CTF to the school to School (S2S) website.
  https://securedatatransfer.teachernet.gov.uk/sdtlive/asp/login.asp or go to
  www.teachernet.gov.uk and navigate to the login screen using the S2S links.
- Once uploaded, the pupil data will be stored in the national lost pupil database. The use of XXX as the Local Authority code and the school establishment number XXXX is correct and not an illustration. School will pass a copy of the Pupil Checklist with the **Missing Pupil Form** to Joanne McKenna, CME Co-ordinator. These procedures ensure that these "reasonable enquiries" are carried out before a pupil is removed from a school roll. It is vital that schools try to obtain as much information as possible from parents and pupils in advance, if it is suspected that they may be moving out of area to reduce the risk of them disappearing without trace. It is also equally important to notify the Education Welfare Service as soon as possible if it is suspected that a pupil is missing to ensure that all enquiries can be completed within the four week timescale, therefore, keeping unauthorised absence to a minimum. The Children Missing Education Co-ordinator will continue to regularly monitor any "lost children" to track them into provision. They will also contact, where appropriate the Border Agency. If at any time during the tracking process, the child is located, the Children Missing Education Co-ordinator will:-
- Contact the school, informing them where the child has been located.
- Where an actual forwarding address is identified, contact will be made with the person responsible for Children Missing Education in the new Local Authority.

APPENDIX B

Children Missing Education Local Authority Lead and contact details:
CME Officer,
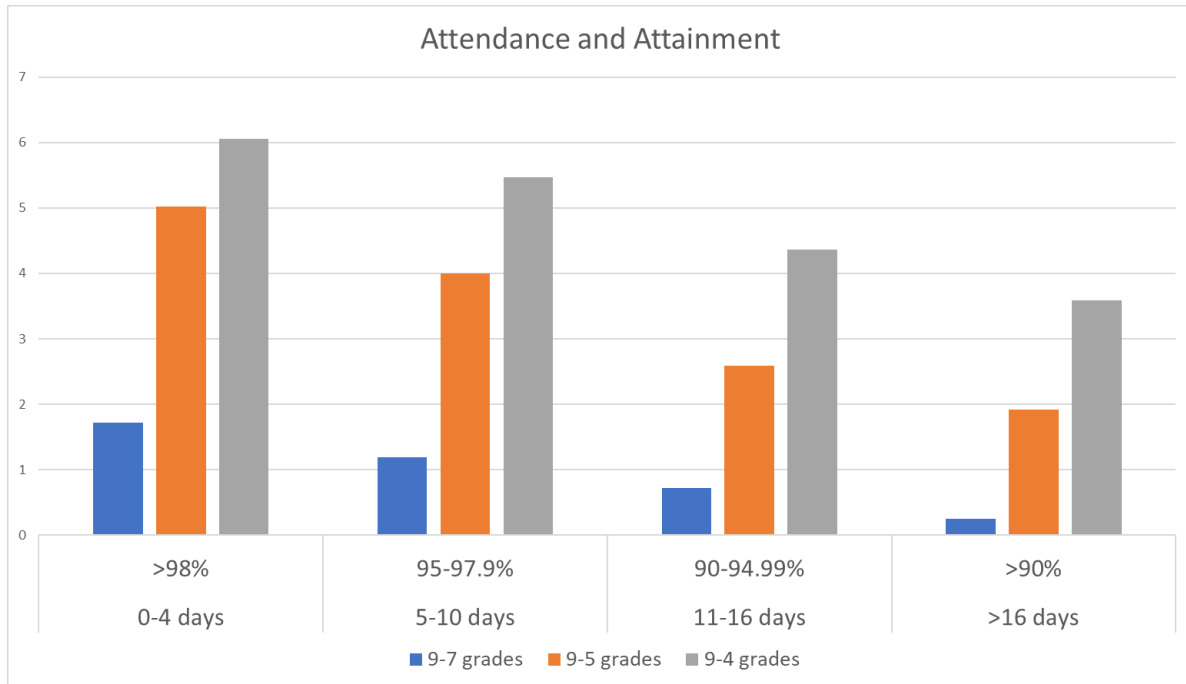School Improvement Liverpool
Toxteth Annexe
Aigburth Road
Liverpool L17 7BN   Secure email; joanne.mckenna@liverpool.gcsx.gov.uk

APENDIX C

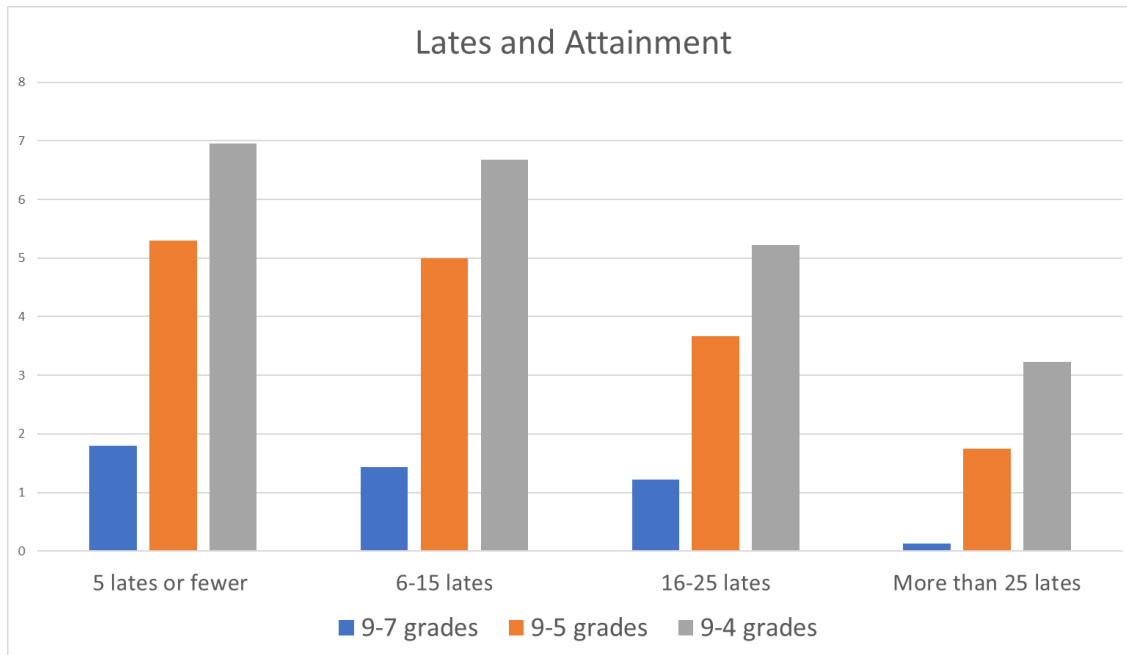Link between good attendance and academic performance at GCSE

Analysis of the performance of St Julie's students at GCSE shows that there is a very clear link between attendance and academic attainment, with the students who are never or rarely absent from school significantly outperforming those who are late on a more frequent basis.

Students with 98% attendance typically achieve twice as many Grade 9-5 and Grade 9-7 as students with below 90% attendance.

APENDIX D

Link between good punctuality and academic performance at GCSE

Analysis of the performance of St Julie's students at GCSE shows that there is a very clear link between punctuality and academic attainment, with the students who are never or rarely late from school significantly outperforming those who are late on a more frequent basis.

Students with 1 or fewer late marks per half term typically achieve over twice as many Grade 9-5 and Grade 9-7 as students with 4 or more late marks per half term.