



Attendance Policy

Policy owner	Designated Safeguarding Lead Nicola Cannings
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Approved by	
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Aims

“Our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support.”

For our students to gain the greatest benefit from their education, it is vital that they attend regularly and should be at school, on time, every day that the school is open, unless the reason for absence is unavoidable.

This policy sets out how we will build strong relationships to work with families to achieve this.

We recognise that all of the children and young people in our care are additionally vulnerable due to having special educational needs and disabilities and/or certain health conditions and can face additional attendance challenges.

All students in our settings will be given personalised support in line with the needs set out in their EHCP to support them with regards to attendance.

Roles and responsibilities of staff and governors

There is a designated senior attendance champion for Linwood School. The attendance champion is expected to:

- Set a clear vision for improving and maintaining good attendance
- Establish and maintain effective systems for tackling absence
- Have a strong grasp of absence data
- Regularly monitor and evaluate progress

There are designated leaders of attendance at each campus.

All staff and governors are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure students have the support in place to attend school

We will also promote and support punctuality in attending lessons.



Governors will:

- Set high expectations of all school leaders, staff, students and parents in supporting excellent attendance at school
- Set the school's targets for attendance for the academic year
- Quality assure the actions taken by school staff ensuring that the school's statutory duties are met and shares the required information with the DfE and Local Authority (LA)
- Review and challenge attendance data alongside attendance leads
- Attend training to support the fulfilment of this part of their role

Attendance leaders will:

- Monitor and analyse attendance data
- Benchmark attendance data to identify areas of focus for improvement
- Provide regular attendance reports to school staff and report concerns about attendance to the Executive Headteacher and appropriate senior leaders
- Work with education welfare officers to tackle persistent absence
- Advise the Executive Headteacher when to issue fixed-penalty notices

Class teachers will:

- Communicate with parents/carers to acknowledge absence, ask on student's wellbeing, offer help and enquire on expected date of return (if not known)
- Liaise with the DSL of the respective campus to notify them of concerns about a student's attendance
- Record conversations about attendance on the appropriate system, e.g. Arbor or My Concern©
- Will support the DSL in actioning points from meetings to support the student increase their attendance e.g. supporting with social stories, supporting part-time timetables and liaising with parents/carers

School admin staff will:

- Liaise with parents/carers (and students, if appropriate) about absence on a day-to-day basis and record it on the school system, Arbor (or My Concern© if they feel there is a safeguarding concern to be raised)
- Transfer calls from parents to the appropriate senior leader in order to provide them with more detailed support on attendance (if necessary)
- Liaise with the DSL of the respective campus to notify them of concerns about a student's attendance
- Oversee the completion of registers across the campus and ensure attendance coding is correctly assigned

Parents/carers are expected to:

- Make sure their child attends every day on time



- Call the school to report their child's absence before 9am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide a clear reason for absence e.g. diarrhoea and vomiting, transport cancelled etc. Please try to avoid generic statements e.g. unwell.
- Provide the school with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day. We understand that for some children, appointments during the school day are unavoidable. Please see Planned absence section for more information.

Students are expected to:

- Attend school every day on time
- If the student is in post 16, they may report their own absence. If the young person is unable to do this, their parent or carer should do this on their behalf
- Attend all aspects of learning in line with their timetable

Recording attendance

We will keep an attendance register and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. The attendance codes can be found in document, Working Together to Improve School Attendance 2024 (paragraph 287 -407). Please find the link [here](#).

Campus	AM registration	PM registration
CHI	Start of placement time	12:30 – 13:30
Linwood	09:10 – 09:30	12:30 – 13:30
Littlewood	09:10 – 09:30	12:30 – 13:30
Springwood	09:10 – 09:30	12:30 – 13:30
Summerwood	08:40 – 09:10	12:30 – 13:30
Woodford	09:10 – 09:30	12:30 – 13:30

What do I do if I need to report an unexpected absence?

If your child is unable to attend school (e.g. illness, unforeseen transport issue, sudden family emergency) then you must inform the school on the first day of absence by 9am or as soon as possible.

Campus	Phone number
CHI	01202 932220 / 07599 563618 / 07399 335963
Linwood	01202 525107
Littlewood	01202 592410
Springwood	01202 592410
Summerwood	01202 447970
Woodford	01202 592415



Leave within term time

Please be aware that family holidays should not be taken during term time as this may have a detrimental impact on the child/young person's education. **Request for holiday in term time will not be authorised.**

If, in an **exceptional** circumstance, you need to request leave for your child or young person from school, you must write to the Executive Headteacher, Gemma Talbot, detailing the date and the reason. **Please note that you may be issued with a fine if unauthorised leave is taken during term time.** Please see 'Legal sanctions' section for further details.

Other circumstances where the school is permitted to grant a leave of absence include the following as included in 'Working Together to Improve School Attendance 2024' can be found [here](#).

- Taking part in a regulated performance or employment abroad
- Attending an interview
- Study leave
- A temporary, time limited part-time timetable
- Education off site

Planned absence

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller students travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision

To notify the school of any of the above, please contact the relevant campus below:

Campus	Phone number and email address
CHI	01202 932220 / 07599 563618 / 07399 335963
Linwood	01202 525107 – linwoodcampus@linwood.bournemouth.sch.uk
Littlewood	01202 592410
Springwood	01202 592410
Summerwood	01202 447970
Woodford	01202 592415



LINWOOD
TRAINING, SUPPORT & ADVICE

Lateness and punctuality

If a child or young person who uses Local Authority transport is late to school, they will be marked as '**late – authorised**'. If we notice a pattern of lateness, we will advise parents/carers to liaise directly with their transport provider.

If a child or young person who travels independently arrives late on a continuous basis then the relevant Campus will contact parents/carers and offer necessary support.

Following up unexplained absence

Where any student that we expect to attend school does not attend, or stops attending, without reason, the school will:

- **Day one:** Call the student or student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason and identify whether the absence is approved or not. All absences will be marked as unauthorised until a reason for absence is ascertained.
 - If no contact has been made after several attempts, emergency contacts provided to the school could be used.
 - Those who attend Summerwood and CHI will have an attendance reporting agreement at the beginning of the year which may or may not give the student permission to report their own absences.
 - If applicable, the school is also expected to report unexplained absence to a student's social worker. Those on a child protection plan will have their social workers informed for each day of absence, including authorised absence.
- **Day two:** If, by day two of absence, the school cannot reach any of the student's emergency contacts or parents/carers, we may deploy designated staff to conduct an unannounced safe and well visit to the family home. Contact with social care may be made depending on the outcome of the home visit.

If unexplained absences are repeated, a referral to Childrens First Response Team will also be made.

See Appendix 1 for the school's process for attendance

Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by the Executive Headteacher, Local Authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission



- Where an excluded student is found in a public place during school hours without a justifiable reason
- Where plans for reducing persistent absenteeism and severe absence have not been engaged with

Paragraphs 174-200 in 'Working Together to Improve Attendance' contains further details of this. Please find the link [here](#).

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

Promoting good attendance

Linwood school values each child and young person as an individual and will work with families and carers to personalise our approach to encouraging school attendance. In line with our school value of **inclusivity**, we offer personalised praise for attendance achieved against personalised targets. We believe that increased attendance leads to increased success in achieving personalised outcomes.

Students who are absent due to physical or mental ill health and/or their Special Educational Needs and/or Disabilities (SEND)

'Many children will experience normal, but difficult, emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these students are still expected to attend school. In many instances attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attendance in the future' (para 54, Working Together to Improve Attendance, August 2024)

Students who have long term physical or mental health conditions have the same right to an education, the same as any other student. Linwood has the same ambition for these students as with any student in our provision and will endeavour to work with the student, their family and supporting agencies to ensure their educational needs are met.

Monitoring attendance

Linwood school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual student level.
- Identify whether there are particular cohorts of children whose absences may be a cause for concern

Student-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-



level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

Analysing attendance

Linwood school/each campus will:

- Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these students and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Using data to improve attendance

Linwood school/each campus will:

- Provide regular attendance reports to class teachers, and other school leaders, to facilitate discussions with students and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school.

Linwood school/each campus will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Refer to internal support at school such as the PACE team or family support service
- Provide access to wider support services to remove the barriers to attendance
- Fixed penalty notices may be issued for persistent or severe absence
- Follow processes and procedures stated in 'Working Together to Improve Attendance'. Please find the link [here](#).

Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every two years by the attendance leaders. At every review, the policy will be approved by the full governing board.



Links with other policies

This policy links to the following policies:

- **Child protection and safeguarding policy**
- **Regulation and engagement policy**

Appendices

Appendix 1 – Attendance Process Document

Action to be taken	95%-100%	90-94.9%	89% and below
<p><u>Day 1 of absence</u></p> <p>Admin Team – Receive calls daily from parents/carers Admin Team – Inform class teachers of student absence (Call or email) and add to Arbor Admin Team - If LAC or on Child Protection Plan – notify Social Worker of absence and record contact on Arbor Admin Team – To send text to parent to request reason for absence/ contact with school. Inform class teachers once contact had been made.</p>	Yes	Yes	Yes
<p><u>From Day 2 of absence if no return date given on day 1</u></p> <p>Admin Team – To send text to parent to request reason for absence/ contact with school if no contact had been established on day 1. Inform class teachers once contact had been made.</p> <p>Class teachers- END OF THE DAY if no contact has been established - communicate with parents/carers to acknowledge absence, ask on student's wellbeing, ask if we can help and enquire on expected date of return.</p> <p>Class teachers- add attempts and responses from parents/carers to Arbor Communications</p> <p>Class teacher to liaise with Phase leader regarding next contact to parents/carers. At this point if no contact has been made, Phase Leader must try to contact the family and all other emergency contacts, and record on Arbor and My Concern!</p> <p>Teacher / Phase Leaders to make DSL aware of no contact. A call to MASH to be made by DSL recorded on MyConcern.</p>	Yes	Yes	Yes
<p><u>From Day 3 of absence if no date of return given AND/OR no communication with reason for absence</u></p> <p>Phase Leaders- communicate with parents/carers to check on student wellbeing, ask if we can help, discuss any support</p>	Yes	Yes	Yes



<p>required and enquire on expected date of return (if not clear from day 1 or 2). Record on Arbor Communications</p> <p>DSL -Contact with MASH recorded on MyConcern if no contact continues to be made.</p>			
<p><u>From Day 3 of absence if no date of return given AND/OR no communication with reason for absence AND/OR absence looks like it may be longer than 5 days</u></p> <p>Phase Leaders – inform DSL of parents/carers response, any further support needed with any challenges/barriers and expected date of return. To be added to Arbor Communications record and My Concern if a Safeguarding reason is the reason for absence.</p> <p>DSL – to make contact and try to remove barriers causing absence. E.g. Referral to CYPSC, ID CAMHS, CAMHS, Paediatrician etc. ALL Actions to be recorded on an Attendance Plan and saved on My Concern.</p>	Yes	Yes	Yes
<p>Keeping you in mind postcard to be sent home for continuous absence (10 days or more) – signed by Class teacher & Phase Leader or DSL</p> <p>From a minimum of the 6th day of continuous absence with reason known e.g. hospital visit or bereavement etc.</p>	Yes	Yes	Yes
<p>DSL & Attendance & Alternative Provision (AAP) Co-ordinator – discuss in regular meetings student absence and decide who needs a letter and who may need an attendance plan.</p> <p>DSL/AAP Co-ordinator - Letter 1 to be sent to parents/carers via email. Intelligent consistency to be exercised given the complex nature of the needs of the individual students.</p> <p>Those whose attendance is under 50% will be added to the case load of the AAP Co-ordinator</p>			Yes – from nearest attendance meeting date held by DSL Team and AAP Co-ordinator.
<p>DSL / AAP Co-ordinator - initiate relevant personalised actions including, attendance plans, involvement of BCP inclusion team, TAF plan (Team around the Family Plan), referrals to other agencies including ID CAMHS, CAMHS, social care etc.</p> <p>DSL/AAP Co-ordinator – to save attendance plans in Attendance and Alternative Provision Teams and on My Concern</p>			Yes



<p>DSLs/ AAP Co-ordinator - communicate with Phase Leaders progress with attendance plans and involvement with agencies during monthly attendance meetings and/or operational meetings</p>			Yes
<p>Class teacher/Phase Leaders / Alternative Provision Co-ordinator – prepare 'Holding you in Mind' postcards with personalised message weekly (including what has been happening in class and other positive messages)</p> <p>Weekly for those whose attendance is under 75% AND they have been off for over 1 week AND/OR they have a part time timetable/ have Alternative Provision</p> <p>Admin Team- send out weekly postcards to parents/carers/students provided by teachers/Phase Leaders</p> <p>Alternative Provision Co-ordinator – to continue to implement personalised timetables, including alternative provision for those who require it. All documents for APs to be saved on Teams. Communications and meetings will be saved on My Concern.</p>			Yes
<p>DSL monitoring demonstrates that absence continues to increase AND/OR there is no reason given AND/OR there is a pattern emerging to the absence</p> <p>2nd Letter to be sent to parents/carers if attendance hits 75% or below AND/OR meets criteria above</p>			Yes
<p>DSL to chair the TAC meetings to review with parents/carers regularly. Ideally Teachers AND/OR Phase Leaders will be able to attend the review meetings.</p> <p>Class teacher/ Phase Leaders – to support attendance plan with actions raised in the meeting and provide feedback to support planning moving forwards if they are unable to attend the meeting.</p>			Yes
<p>DSL – Referral to Inclusion team AND /OR CYPSC AND/OR SEND Team if attendance plan makes limited or no progress after 2 reviews AND/OR lack of parental engagement</p>			Yes
<p>DSL/AAP Co-ordinator – to consider if an alternative placement is required if student's needs cannot be met at Linwood School. If it is decided that this is the case, then an Annual review should be called for this to be implemented. This should be done alongside the family in a supportive manner to ensure the best outcome and placement for the student.</p>			Yes



Appendix 2 – Linwood School Attendance Plan

Name of Student		
Campus	CHI / Linwood / Littlewood / Springwood / Summerwood / The Skills Centre / Woodford	
Tutor group		
Year Group	R / Yr1 / Yr2 / Yr3 / Yr4 / Yr5 / Yr6 / Yr7 / Yr8 / Yr9 / Yr10 / Yr11 / Post-16	
Curriculum Pathway:	EYFS / Alma / Vita/ Lumos / Nexus / Post-16	
Type of plan being agreed	Part time timetable / Flexi timetable / Attendance improvement plan	
TAC / TAF Meetings?	Yes / No	
Child in Need?	Yes/ No/ Previously	
Child Protection Plan?	Yes / No / Previously	
Staff supporting with attendance plan and roles	Mary Cotterill	Attendance & Alternative Provision Co-ordinator
Other professionals involved with the family.		
Date plan started:		
Agreed review date:		
Parent / carer signature & date agreed:		



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Attendance history

Include details of attendance percentages (broken down by attendance code where appropriate), details of trends or patterns over time and any historical factors that might be relevant.

Current risk factors/current barriers to attendance

To help with this, it might be useful to carry out an individual attendance audit. We have provided an editable template that can be used in conjunction with this plan.

Targets	Milestones	Date each milestone achieved
Target 1 - add specific target here	For each target provide a number of measurable milestones	
Target 2 - add specific target here		
Target 2 - add specific target here		



Record of attendance reviewing meeting

Record of attendance reviewing meeting		
Date of review		
Who attended the meeting?	Name	Role
Update since last review		
Milestones achieved since last review		
Targets to remain on the plan		
Any other comments / discussion points		
Actions agreed	<input type="checkbox"/> Continue with current plan Reason for remaining on current plan: <input type="checkbox"/> Continue plan with new or supplementary strategies added <input type="checkbox"/> Escalate attendance plan to next stage e.g. Fast Track <input type="checkbox"/> Cease plan – attendance has increased sufficiently <input type="checkbox"/> Annual review Add other actions below:	
Date of next review		