Attendance Policy

Last Ratified by Governors: 17 July 2023
Review Cycle: Annually, Jun and Sept

This Review Date: September 2023
Reviewer: M W Arif
Approved by Governors: 25 Sept 2023

Signed:………………………………………………………..

Next Review Date: June 2024

Codicil Insert

Recent Changes to this Policy

This policy was reviewed and ratified by the Governing body on: June 2023

The following persons are authorised to approve minor changes between reviews:

Chair of Governing Body Committee:

Since ratification by the Governing Body the following changes have been made–

Paragraph/Page	Previous Wording	New Wording
Pg 6 & 7	N/A	In addition this policy meets the requirements of the DFE guidance where a mental health issue is affecting attendance (summary of responsibilities where a mental health issue is affecting attendance mental health) 2023: Summary of responsibilities where a mental health issue is affecting attendance (publishing.service.gov.uk) The school will work with parents as per the guidance to ensure that such circumstances do not act as a barrier to regular attendance. Any associated anxiety about attending should be mitigated as much as possible by creating a plan to implement reasonable adjustments to alleviate specific barriers to attendance. In developing a plan to support attendance through reasonable adjustments, as a school we will need take into account the individual circumstances of the child, being mindful of safeguarding responsibilities as set out in the Keeping children safe in education 2022 guidance.
Pg13	Any pupils arriving after 8:45am will then need to sign in with the member of staff on the late duty on the entrance gate on the Pershore Road. Pupils will then be deemed 'late' and will serve a 20-minute SLT (senior leadership team) reflection at lunchtime on the same day	Any pupil arriving late up till 8.55am will be assigned a C2L 10 minute lunch reflection on the same day. Anyone arriving after 8.55am will be assigned a C3L 30 minute reflection to take place the next available day with 24 hours notice given.

Contents

1 Aims, intentions and ethos

Selly Park Girls'' School seeks to ensure that all pupils receive a full-time education, maximising the opportunities for each pupil to realise their potential. We are a UNICEF Gold: Rights Respecting School; this policy enables a child's right to an education to be fulfilled (Article, 28.)

We believe that excellent attendance is essential to success during childhood- socially, emotionally and academically. We maintain the same ambition regarding attendance for all pupils including pupils with SEND needs and those with medical conditions. We are an inclusive and person-centred environment, ensuring the right support is in place both inside and outside of the classroom for all of our pupils.

At Selly Park Girls' the aim is to create a calm, safe, positive and caring environment in which all members of the school community can thrive. The governing body and Head Teacher foster a culture which values education and the importance of attendance and punctuality, in the pursuit of excellence for every child.

Excellent attendance is an integral part of the home-school agreement with parents and pupils.

School specific aims:

- Selly Park Girls' will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure.

- All school staff will work with pupils and their families to ensure each student attends school regularly and punctually.

- Selly Park Girls' will establish an effective system of incentives and rewards, which acknowledges the efforts of pupils to improve their attendance and timekeeping, and will challenge the behaviour of those pupils and parents/guardians who give low priority to attendance and punctuality.

- Selly Park Girls' will take appropriate action to reduce the need to exclude pupils (see Behaviour Regulation Policy.)

- To meet these objectives, we will establish an effective and efficient system of communication with pupils, parents/guardians and appropriate agencies to provide mutual information, advice and support, when poor attendance is a symptom of more complex issues within the family.

- To fulfil our Equality duty, we continually monitor the attendance of the following vulnerable groups, using data proactively to ensure all pupils have their right to an education fulfilled (Article 28:)

- Looked after Children
- Pupils who are adopted or previously looked after
- Pupils with an Education and Health Care Plan or SEND status.
- Pupils from ethnic minorities
- Pupils in receipt of the Pupil Premium
- Pupils who have a parent in prison
- Pupils who are Young Carers

The latest DfE guidance on school attendance (in force from September, 2022) states that "…attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.

At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4-1. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study)"

2 Legislation and Guidance

This policy meets the requirements of the from the Department for Education: Working together to improve attendance May, 2022:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf

"The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. **It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.**

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. **This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend** or being given permission for an absence in advance from the school." (Working together to improve school attendance, May 2022.)

In addition, this policy meets the requirements of the DFE guidance where a mental health issue is affecting attendance (summary of responsibilities where a mental health issue is affecting attendance mental health) 2023: Summary of responsibilities where a mental health issue is affecting attendance (publishing.service.gov.uk)

The school will work with parents as per the guidance to ensure that such circumstances do not act as a barrier to regular attendance. Any associated anxiety about attending should be mitigated as much as possible by creating a plan to implement reasonable adjustments to alleviate specific barriers to attendance. In developing a plan to support attendance through reasonable adjustments, as a school we will need take into account the individual circumstances of the child, being mindful of safeguarding responsibilities as set out in the Keeping children safe in education 2022 guidance.

These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

> Part 6 of The Education Act 1996

> Part 3 of The Education Act 2002

> Part 7 of The Education and Inspections Act 2006

> The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)

> The Education (Penalty Notices) (England) (Amendment) Regulations 2013

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3 Targets 2023-2024

- To achieve attendance which is above 97%, ensuring we always remain significantly above national averages for attendance.
- Continue to reduce levels of persistent absence, particularly with regard to disadvantaged and pupils with SEND needs, ensuring we always remain significantly below national average- aiming to be below 12%, and decreasing each year to pre-pandemic levels.
- Continue to ensure appropriate support for children and their families with attendance issues.
- To reduce the number of extended/unauthorised holidays during term time.
- Continue to educate parents/guardians regarding the importance of attendance, the need to be above 95% and the impact absence has on learning and development.

4 Roles and responsibilities of key stakeholders

Parents:
- Parents have a legal duty to ensure their child attends every day that the school is open, except when a statutory reason applies.
- Notify the school as soon as possible when their child is to be unexpectedly absent (e.g., sickness,) by 8.30am via the School MIS app/portal, ensuring a reason is always provided on each day of absence.
- Refrain from allowing their child to take time off school for minor ailments.

- Arrange appointments and outings after school hours, or as late as possible in the afternoon, at weekends or during school holidays.
- Only request leave of absence in exceptional circumstances, and do so in advance.
- Refrain from booking holidays during term time.
- Parents can contact reception and speak to the attendance team.

The Governing Body:
- Take an active role in attendance improvement, support Selly Park Girls' to prioritise attendance and work together with leaders to set a whole school culture.
- Set high expectations of all leaders, staff, pupils and parents.
- Recognise that good attendance does not happen in isolation- ensure it is prioritised in other whole school improvement strategies.
- To ensure leaders fulfil their statutory duties regarding attendance, including the correct processes regarding the school admissions and attendance registers.
- Ensure staff receive training on attendance.
- Ensure reasonable adjustments are made to enable pupils with SEND needs and medical conditions to maintain high levels of attendance.
- Regularly review attendance data and help school leaders focus support on the pupils who need it, as well as evaluating the effectiveness of school processes.
- Regularly conduct a thorough analysis of recent and historic trends at a school level as well as using benchmarking to comparator schools locally and nationwide.
- Review attendance of pupil cohorts which have had historically poor attendance or that face entrenched barriers to attendance.
- Seat clear goals/ areas of focus for attendance, provide support and challenge around delivery of these focus areas.

Head Teacher:

- The **Head Teacher** is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to governors.
- To ensure leaders fulfil their statutory duties regarding attendance, including the correct processes regarding the school admissions and attendance registers.
- Ensure the necessary statutory data returns to the local authority are made.
- The Head Teacher also supports other staff in monitoring the attendance of individual pupils and issues fixed-penalty notices, where necessary.
- Regularly review attendance data and help school leaders focus support on the pupils who need it, as well as evaluating the effectiveness of school processes.
- Regularly conduct a thorough analysis of recent and historic trends at a school level as well as using benchmarking to comparator schools locally and nationwide.
- Review attendance of pupil cohorts which have had historically poor attendance or that face entrenched barriers to attendance.

Deputy Headteacher:

- **The Deputy Head** has responsibility for ensuring the policy is implemented consistently, and that persistent and severe absence is tackled appropriately.

- The Deputy Head will be responsible for ensuring robust measures and support is in place for families and pupils whose attendance is of **"severe concern/ below 65%".**
- The Deputy head will review support already provided and initiate any further targeted support that is suitable to the needs of the child and their family by liaising with the SENCO, pastoral Managers, DSL and early help team.
- Regularly review attendance data and help school leaders focus support on the pupils who need it, as well as evaluating the effectiveness of school processes.
- Regularly conduct a thorough analysis of recent and historic trends at a school level as well as using benchmarking to comparator schools locally and nationwide.
- Review attendance of pupil cohorts which have had historically poor attendance or that face entrenched barriers to attendance.

DSL:
- The DSL will monitor persistent absences regularly and systematically to ensure the safeguarding of pupils who do not attend school well.
- The DSL with work with a particular focus on pupils who are absent more than they are present e.g., 60% attendance or below.
- Ensure that the school register contains more than one contact detail for each pupil on roll.
- The DSL will co-ordinate relevant services to ensure that the young person and their families get the support necessary to deal with more complex issues.
- Where support and legal processes fail to bring about improvement, it is likely that this constitutes 'neglect' (KCSIE, 2022,) and necessary safeguarding actions should be actioned.

School leadership: Assistant Headteacher with responsibility for attendance

- Ensure the school has clear procedures for school attendance and punctuality, which all stakeholders understand, and can access via the school website.
- Ensure there is a culture where all stakeholders understand the importance of attendance and foster a culture which promotes the benefits of good attendance.
- Ensure that all pupils and parents understand the issues and procedures for attendance and are aware of the benefits of regular attendance, and how to communicate absences and attendance issues/ concerns with school.
- Maintain high levels of communication with parents regarding attendance and pupil absenteeism.
- Ensure robust daily and weekly attendance procedures which ensure absences are followed up by a phone-call if parents have not reported absence and the reason, by 10.30am each day, and that the number of sessions missed are monitored weekly.
- Ensure staff complete attendance registers accurately.
- Monitor register completion daily, and ensure errors are addressed and necessary follow-up is actioned promptly.
- Quality assure the clearance of N Codes; run weekly checks to ensure N codes **are cleared within 5 working days.**
- Ensure relevant staff have training on attendance and the early help offer, including an adult-led 3 houses conversation.

- The School's Management Information System will be used to monitor attendance at registration and lessons.
- Identify the pupils who need support and focus staff efforts on developing targeted actions for those cases
- The Assistant Headteacher will communicate and share key attendance information with all relevant staff, so attendance can be tracked and monitored closely each week- focusing on:
  - Reasons for absence
  - Proactive use of data to identify those at risk of becoming persistently absent
  - Ensuring that other leaders are working with identified pupils and their parents to understand and address the root causes of absence, and highlight any barriers to attendance they are experiencing
  - Ensuring appropriate early help is actioned to help to prevent persistent absence- taking an active part and lead role in a multi-agency approach with the local authority and other partners.
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.
- Benchmark their attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher-than-average absence or for pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers.
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate approaches or inform future strategies.
- Provide data and reports to support the work of the board or governing body
- Attendance figures are reported annually, and appropriate targets are set for the following year.
- Reward regular attendance through the school rewards system.
- Ensure that attendance issues are addressed within the curriculum.
- Work in partnership with pupils, parents and external agencies to ensure educational entitlement and regular attendance with regular opportunities for feedback and consultation.
- Embed systematic processes for key attendance thresholds based on number of sessions missed, to ensure appropriate support is actioned.
- Regularly inform parents of their child's attendance, punctuality and absence levels, in an easy to understand format- alongside the impact on learning.
- Liaise and work closely with the DSL when attendance becomes a safeguarding concern, and ensure the appropriate support is actioned.
- Liaise and work closely with the SENCO to ensure pupils with SEND have good attendance.
- Work together with the local authority and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. This will be decided for each individual case after considering the individual circumstances of a family. These are:

- Parenting contracts
- Education supervision orders
- Attendance prosecution
- Parenting orders
- Fixed penalty notices

- Follow the Birmingham 'Fast Track Attendance' guidance to ensure that parents who do not fulfil their legal duty to send the child to school regularly are supported and held to account through the legal process.
- Continually reflect and evaluate the systems, to ensure procedures are implemented consistently and fairly.

Senior leadership Team:

- It is the role of all **Assistant Headteachers** to follow up any concerns highlighted by the Head of Year, to alert the attendance team and the Assistant Head in charge of attendance of possible problems causing poor attendance.
- Assistant Heads will be responsible for monitoring pupils in the years for which they have responsibility**,** whose attendance is **below 92%,** and for those who are at risk of becoming persistently absent
- The AHT's role is to offer initial Early Help Support to the families (voluntary support) trying to address root cause of the absences, this information will be recorded and logged on the school MIS and will be referred to the Assistant Headteacher with overall responsibility for attendance.

The importance of regular attendance will be emphasised by including the table below regular communications with parents- developing an understanding that 95% attendance is not 'good.'

Attendance during one school year	Equals days absent	Which is approximately weeks absent	Which means this number of lessons missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.5 weeks	290 lessons
65%	67 days	13.5 weeks	340 lessons

Attendance Team:

- It is the role of the **attendance team** to monitor attendance and punctuality on a daily basis.
- They will be in reception from 8:45am until 9am and will register, challenge and record reasons for absence and lateness.

- The attendance manager will inform pupils who are late that they will serve a 20-minute lunchtime SLT reflection session that day and record this on the school MIS.
- The attendance manager will make 'first day calls' from 9:15am – 10.00am daily and note all follow up actions on Arbor. This information is then passed to the DSL & pastoral managers.
- The attendance manager will monitor attendance of the pupils who are a safeguarding concern and will prioritise contact with these families to ascertain the whereabouts of these pupils, supported by pastoral managers.
- The attendance manager will also monitor the submission of registers by form and class teachers and will remind teachers to take their registers and will report teachers who regularly fail to do this to the Assistant Head Teacher and the Deputy Head Teacher in charge of attendance.
- On a daily basis, the attendance manager will collate the following information, and refer to the Assistant Headteacher in charge of attendance:
- The names of pupils who were late as recorded on Arbor
- The daily attendance for the school
- The half termly attendance so far, by year group (AHT Attendance to provide)
- The attendance so far, since September (AHT Attendance to provide)
- The names of any persistently absent pupils (along with safeguarding pupils, the attendance manager will also make this a priority to ascertain their whereabouts.)

The attendance team will remove 'N' codes as soon as possible, and **no more than 5 working days after the session.** The attendance team will use the following process:
- Receive message from the parent regarding absence and a reason
- Call parents of absentees
- Collect absence notes from form teachers
- Look for trends for pupils who have a poor attendance record
- Follow LEA guidance which can include a series of incrementally serious letters to parents whose daughter is persistently absent and record these interventions on the school's MIS following the direction from the Assistant Headteacher responsible for attendance
- Begin the fining process for persistently absent pupils as per the LEA policy
- They will run weekly checks to ensure N codes **are cleared within 5 working days** of the absence. If no reason has been confirmed after this time, they must convert the N to an O code.

Head of Year:
- It is the role of the **Head of Year** to follow up any concerns highlighted by the Form teacher will then alert the Attendance Manager and the Assistant Head in charge of their Year group of possible problems.
- Year Heads will be responsible for monitoring pupils in their Year Groups whose attendance is **below 97%.**
- Heads of year will be responsible for the Early Help voice of the child element of support for pupils if their attendance has not improved – this will involve an adult-led conversation with the pupil to address and root cause, and will be recorded on the '3-Houses' document- and referred to the Assistant Head with responsibility for attendance.

Form Tutors:

- The **Form Tutor** will ensure that morning registration is a friendly and welcoming place.
- Most importantly, he/she will mark the register promptly and ensure it is accurate before it is submitted.
- He/she will also collect any absence notes, appoint an attendance champion, complete the form attendance calendar and alert the Attendance Manager and Head of Year of any concerns about pupil attendance or punctuality.
- The form teacher should be the first person to question a long absence in a sensitive fashion, but also question the student if they have had more than one absence in a half term (especially in the first half term.)

Subject Teachers:

- It is the role of every **Subject Teacher** to take a register during every lesson and to alert the member of Senior Staff on duty if they have any concerns/if a pupil marked present earlier in the day, is not in their lesson.
- If pupils leave the lesson, or are not present due to a medical appointment, this will be entered onto the system by the Attendance Manager.

It is the role of all staff to ensure that registers are taken accurately, including punctuality to lessons and form-time.

- **Pastoral managers** will assist with 'first day calling' when the attendance manager has failed to make contact with a pupil. In addition, should any of those pupils be identified by the school as 'vulnerable', the lead DSL will be informed and a decision made as to whether a home visit or a call to an appropriate agency is necessary.
- They will also conduct these visits and report back to the attendance manager and, where appropriate, other senior staff who have a role in maintaining good attendance.

5 Strategies for encouraging and promoting attendance

The following strategies are used to promote positive attendance:

- Attendance calendars to record attendance in form.
- Form period time, checking and monitoring notes, reviewing attendance, talking to pupils about reasons for non-attendance and alerting Year Heads of potential problems.
- Attendance Reward Weeks to highlight the benefits of regular attendance, termly and half-termly recognition of 100% attendance, regular praise post-cards for improved attendance, and form-time incentives.
- Monitoring of days taken off for religious observance/extended holidays.

- Careful monitoring of all pupils with under 97% attendance and short-term action planning where appropriate including proactive monitoring of specific pupil groups such as disadvantaged, SEND and EAL.
- Continuing improvement of the school environment.
- Working closely with parents of pupils whose punctuality is a problem, to ensure the right early help is in place.
- Continuing to develop a range of strategies aimed at addressing the Emotional Health and Well-being of our pupils.
- Continuing to develop in-school support for pupils who find regulating their behaviour more challenging.

6 The importance of punctuality

- Pupils should not arrive at school before 8am The school gates will remain locked until this time.
- Pupils are free to enter the school site from 8am onwards.
- All pupils should be on the school site by 8:40am.
- All pupils should line up outside their form room when the bell goes at 8:45am and wait for their form tutor to greet them.
- Any pupil arriving late up till 8.55am will be assigned a C2L 10 minute lunch reflection on the same day. Anyone arriving after 8.55am will be assigned a C3L 30 minute reflection to take place the next available day after school with 24 hours' notice given.
- If pupils receive 2 late reflections in one week, they will also receive an after-school reflection the following day.
- 3 late marks in a week will mean the pupil will have a 1-hour reflection on the Friday of that week.
- The school register will close at 9:15am. If pupils arrive after 9:15am they will be given a 'U code' which means pupils can be marked as having 50% attendance for that day- this absence is classed as unauthorised, unless there is medical evidence.

7 Persistent absence

- Following the guidance from the Department for Education (DfE) any student whose attendance falls below 90% is classed as a Persistently Absent student. Therefore, if a student misses 15 or more days over an academic year they will be classed as 'persistently absent'.

- If a pupil is at risk of becoming persistently absent, and we are concerned about the number of absences for illness, parents will be informed by the Head Teacher in writing that we will no longer authorise any absence unless supported by medical evidence. We will also seek permission from parents for a school nurse referral to ensure there are no underlying conditions to be aware of. We will adhere to the guidance set out in the DfE guidance: Working together to improve school attendance (see appendix. 1)

- Informal offers of early help will already have been actioned by this stage.

- Where attendance continues to be a concern, parents will be informed of the school's concerns and a school attendance meeting will be arranged between the school, parents and the pupil to set targets for improvement, and formalise the offer of early help.

- If the school have any concerns that attendance is not improving following the initial school attendance meeting and offer of early help (any unauthorised absence following this meeting, and 10 sessions of absence in total,) the school will follow Birmingham LEA procedures for fast tracking attendance concerns, which can result in legal action being taken by the local authority: https://www.birmingham.gov.uk/downloads/download/1839/school_attendance_and_absence_-_fast_track_information_for_schools

- **If a child's absence becomes severe absence** we will continue to support as for persistent absent pupils, but more intensively and we will agree a joint approach to all severely absent pupils with the local authority. This support may include careers advice, mentoring, work experience, Saturday school offer and/or early help assessments.

- The DSL will be involved in ensuring the appropriate action is taken to guarantee the safety and well-being of the pupil.

- Parents of pupils who are severely absent, will be expected to work with school and the local authority to help us to understand the barriers to their child' attendance, and to proactively engage with the formal support offered- including any parent contract or voluntary plan to prevent the need for legal intervention.

- Where engagement with support is proving challenging more formal actions will be taken e.g. a parenting contract or education supervision order may be used, as may a referral to children's services.

- The school keeps a detailed list of all persistent absentees and actions that have been taken to support them with attendance issues. This is regularly updated.

8 Leave of absence in exceptional circumstances

Only in exceptional circumstances will the school grant absence for pupils during term time.

- The decision to authorise absence is at the Head Teacher's discretion based on the assessment of the situation.
- Evidence will be required where it is deemed appropriate. The safety of our pupils is paramount and we will investigate each situation and outside agencies may be informed.

- Taking holidays during the school terms is strongly discouraged, and will not be authorised unless there are exceptional circumstances. This is at the discretion of the Headteacher, and all requests must be placed in writing.

9 Fining parents for persistent non-attendance

The school will follow LEA attendance policies and procedures. The LEA can fine parents for the unauthorised absence from school, if the child is of compulsory school age.

- If issued with a penalty notice, payment must be made directly to the local authority.
- The decision on whether or not to issue a penalty notice ultimately rests with the Head Teacher following the local authority's code of conduct for issuing penalty notices. This may take into account, but is not exhaustive:

- 10 sessions of absence occurring within a rolling 12-month period can put parents at risk of legal action.
- Unauthorised absence following a school attendance meeting (SARM.)
- One-off instances of irregular attendance, such as holidays taken in term time without permission.
- Where an excluded pupil is found in a public place during school hours without a justifiable reason.

10 Reintegration after a period of absence

At Selly Park Girls' we will treat reintegration of a student who has been absent for a long period sensitively.
- This will begin with a meeting between key stakeholders and a discussion based on the barriers to a consistent attendance record.
- Reasonable adjustments will be applied in order to support attendance at the discretion of the Head Teacher.
- Part-time timetables are usually not permitted unless there are exceptional circumstances- this decision will be made in conjunction with the Head Teacher and the Local Authority.

11 Religious observance

Selly Park Girls' School will treat absence as authorised when it is due to religious observance.
- The day must be exclusively set apart for religious observance by the religious body to which the parents belong.
- Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance.
- If pupils are absent on these days, and not a part of that religious body, the absence will be unauthorised.

12 Medical or dental appointments

- Wherever possible, GP/medical or dental appointments should be made outside of school hours or during the school holidays.
- The governing body understand that this may not always be possible in emergencies or for specialist/mental health/ consultant led appointments.
- Parents should try their best to arrange these appointments as early or late in the school day as possible, and for the shortest period of time possible, to minimise the impact on learning.
- If a pupil has to leave school for an appointment during the school day, we do need confirmation from parents of appointment time, travel arrangements and time expected to be out of school.
- All pupils signing-out will have to be authorised by a senior member of staff.
- We will not ask for medical evidence unnecessarily, unless a parent has already received the 'medical letter' from the Head Teacher.

13 Pupils with medical conditions or special educational needs and disabilities

- Additional support will be put in place for pupils where necessary to help pupils who experience more complex barriers, to access their full-time education. This will involve making reasonable adjustments, ensuring a joined-up pastoral approach, working with external agencies and partners, and supporting families with routines to ensure the right support is actioned.
- Pupils with long-term illnesses/serious health needs may need additional support to continue their education. If a student does not attend school for fifteen continuous days due to significant/ serious illness, they may be dual registered at James Brindley (Birmingham's hospital school.)
- James Brindley School provides education for children and young people whilst they are in hospital or are unable to attend mainstream school due to their medical conditions or special educational needs. This decision will be made in consultation with parents, the local authority and medical professionals.
- A part-time timetable may need to be part of the package for a pupil with medical needs- this must always be for the shortest period possible, have a formal arrangement for review, and should have an agreed time-limit. This will be agreed by the Headteacher, with parents and recorded with the local authority.
- The monitoring of data for these groups will be monitored regularly to ensure the right support at the right time.

14 Links with other policies

This policy is linked to:
- Behaviour Regulation Policy
- Safeguarding/child protection policies,

- SEND policy
- Equality and diversity policy

https://sellyparkgirls.org/policies

15 Key Documents and Links

- DfE: Working together to improve attendance: May 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073591/School_attendance_guidance_May-2022.pdf

- DfE COVID19 Attendance Addendum

https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year

- Birmingham Fast Track Attendance Guidance November 2020 Version 3 Latest

https://www.birmingham.gov.uk/downloads/file/9013/fast-track_guidance

- Birmingham LEA Interim Attendance Support Process September-October 2020

https://www.birmingham.gov.uk/downloads/file/17093/interim_attendance_support_process_%E2%80%93_september_2020

- Equality Act 2010

- UN Convention on the Rights of the Child.

Appendix 1:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf

Working together to improve attendance

13.   Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

⬇

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

⬇

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

⬇

FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

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FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

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ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.