TOWERS SCHOOL

AND SIXTH FORM CENTRE

ATTENDANCE AND PENALTY NOTICE POLICY

Last Reviewed: July 2025
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SLT Responsibility: A. Kinsella-Wood
Approved By: Principal

THE TOWERS SCHOOL & SIXTH FORM CENTRE

Attendance & Penalty Notice Policy – changes from previous version

Audit Log		
Section of policy	**Update**	**Date**
3. Absence reduction strategy	Change of name from PIAS to KPAS Addition of notice to improve letter and removal of letter 3.	9/07/2025
1.2 Unplanned and medical/dentists appointments 2. Authorised and unauthorised absences 2.1 Application for term time leave	Year group responsibility for each attendance officer - year 9 move Change from 10 days to 10 sessions Change to medical appointments evidence and medical evidence requests	9/07/2025
3.2 Promoting and incentivising	Removal of weekly merits	9/07/2025
1.6 Reporting to parents	Change of Arbor parent app to Class charts parents app.	9/07/2025

Introduction

Towers' unwavering commitment to attendance centres around child-centric actions, evidence informed practices, and shared understanding of everyone's roles and collective responsibilities to promote good attendance.

Attendance and Punctuality Expectations at Towers School

Towers school actively promotes 100% attendance to school in accordance with DfE guidelines. At certain times of year, illness is inevitable. However, it is important that absence due to illness is minimised. Every effort should be made to make appointments out of school time.

Students should be punctual to school; they should aim to get to school by 8.30am to give them time to get to their first lesson which starts punctually at 8.40am. The canteen is open from 7.30am and serves a variety of breakfast options from 8:00am. All students can have free toast before school. If a student arrives after the register has closed then this will negatively affect their overall percentage. Students' punctuality to school is monitored in the same way as their attendance.

The importance of school attendance at Towers School

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system.
Regular attendance to school can have a significant impact on:

- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Why does attendance matter?
The government is clear that parents or carers must make sure that their children get a full-time education that meets their needs. Attendance at school is fundamental to academic success. It is a basic truth that students cannot learn what they are not there to learn. It is also important for students' wellbeing, social relationships and their wider development.

There are obvious exceptions to both sides of the rule. There are a very few students deemed academically successful who also have attendance issues and a few students who struggle academically who are always present. However, in most cases, strong attendance correlates with strong academic performance. Strong attendance is generally taken to be attendance of above 96%. Below 96% lack of attendance will have a negative impact on school success.

What does the data show?

- There is a steady decrease in KS4 achievement as overall absence rates increase.
- Pupils who were persistently (90% and less) or severely absent (50% and less) had lower levels of attainment at the end of KS4 than other pupils.
- Students with attendance of lower than 77% do not tend to gain any GCSEs.
- Those with attendance lower than 88% tend to sacrifice a grade in each subject because of lack of attendance.
- Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent.
- Of those pupils who were persistently absent, 35.6% achieved grade 9 to 4 in English and maths. Among severely absent pupils, this figure was 11.3%. This compares to 83.7% of pupils with no missed sessions and 76.3% who missed between 1 and 5%

The table below shows how the number of days absent works out as a percentage of total days in school in an academic year.

- 1 day off a month = 2 weeks missed at school each year
- 17 days off school each year = 1 Grade lower at GCSE

Attendance %	Absence %	Days Absent in a Year
100	0%	0
97	3%	6
95	5%	10
90 (PA: persistent absentee)	10%	19
85	15%	29
80	20%	38
50 (SPA: severe persistent absentee)	50%	95

Supporting Attendance at Towers School

To address any identified attendance issues effectively, Towers school will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Contact Details of School Staff at Towers School

Name of Staff Member	Roles and Responsibilities	Contact Details
Amy Kinsella-Wood	Attendance Champion	a.kinsellawood@towers.school
Tracey Epps	Senior Attendance Officer	t.epps@towers.school
Claire Saxby	Attendance Officer	c.saxby@towers.school
Rob Gaygan	Safeguarding Leader (DSL)	r.gaygan@towers.school
Richard Billings	Principal	r.billings@towers.school

Parental Responsibility

Parents have a legal duty to ensure that their children attend school regularly and arrive on time. Regular attendance is essential to the all-round development of the child and they should be allowed to take full advantage of educational opportunities available to them in order to make good progress in their learning. Poor attendance undermines their educational attainment and progress and sometimes, puts students at risk by encouraging anti-social behaviour.

It is the parents' responsibility to contact the school on the first day their child is absent and each day of absence thereafter. This is a safeguarding issue requirement so that all parties know that your child is safe and their whereabouts is known. Parents should regularly update the Towers School and inform the school when their child is returning.

Practical Procedures

1.1 Attendance register

The school day starts at 8:40am and ends at 3:15pm. Children are expected to arrive on time and attend all scheduled lessons.

By law, all schools are required to keep an attendance register, and all students must be placed on this register. The register for the first session will be taken at 08.40am and will be kept open until 9:00am. The register is then taken once during every lesson throughout the day.

It will mark whether every student is:

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

Coding of Attendance
Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

1.2 Unplanned absence

Parents must notify the school on the first day of an unplanned absence, for example, if their child is unable to attend due to ill health by 08.30 or as soon as practically possible.

Call 01233 634171 to report your child's absence, on every day they are absent.

Senior Attendance Officer (Year 9, 10 and 11)	Tracey Epps Ext 258	t.epps@towers.school
Attendance Officer (Year 7 and 8)	Claire Saxby Ext 242	c.saxby@towers.school
Sixth Form Attendance (Year 12 and 13)	Option 1 followed by Option 3	6th@towers.school

If the authenticity of the illness is in doubt or the student has more than 10 sessions (5 days) absence, the school will ask parents to provide specific medical evidence as to why the individual is unfit to attend school. This evidence could include a doctor's note, prescription or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified.

1.3 Following up absence

The School will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.In the unlikely event that a student is absent from school and the parent/ carer has not let us know, we will send a text message. If we are not contacted in response to the text, we will follow our safeguarding procedures.

1. First day absence - parent called and reason ascertained. If no response, then a message left asking for a return call.
2. Third day - parent called and reason ascertained. If no response, then a message left asking for a return call. A follow up email will be sent and logged on Cpoms.
3. Fifth day - A student has been absent for more than 5 days and the school has received no response to the first, third and fifth day contact. This will be logged on Cpoms and referred to the DSLs. We will follow our safeguarding procedures and in most circumstances will result in a home visit conducted. This visit will primarily be a safeguarding visit to ascertain the safety and wellbeing of the student.

Safeguarding Children and Attendance at Towers School

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being. We follow *Keeping Children Safe In Education* guidance to ensure safe practices.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

Home visit

A home visit will always have two members of staff in attendance. Staff will ensure they are wearing their Towers lanyards so their identity is clear to the family. It is best practice to arrange home visits in advance with the family. However, there will be specific, individual cases whereby an unannounced visit is important to safeguard the student.

Home visits may be conducted in the following circumstances:

1. A student has been absent for more than 5 days and the school has received no response to the first, third and fifth day contact. This visit will primarily be a safeguarding visit to ascertain the safety and wellbeing of the student.
2. A student has been absent for a period of time. There has been contact regarding the absence but the extended period of time absent from school is a cause for concern for the safeguarding team. This will have been discussed by a combination of the Attendance, DSL, SLT and Year Group teams prior to the visit. This visit will primarily be a safeguarding visit to ascertain the safety and wellbeing of the student.
3. A student is struggling with an aspect of school life and a visit at home, rather than a meeting in school, is deemed appropriate to begin putting in place a plan to support.

1.4 Medical or Dental appointments

Missing registration for a medical or dental appointment is counted as an authorised absence. Evidence of appointments will be requested by the school. However, we strongly encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.
Parents should always supply the school with a copy of the medical / dental appointment by emailing the attendance officer in advance of the appointment.

1.5 Lateness and punctuality

A student who arrives late but before the register has closed will be marked as late (code L), using the appropriate code. Students arriving late must report straight away to Student Reception, where their name and the reason for lateness will be recorded.

A student who arrives after the register has closed (at 9:00am) will be marked as absent for the morning session, using the Code U. This will count as an unauthorised absence.
Frequent lateness after the register has closed (U) will be discussed with parents and could

provide grounds for prosecution or a Penalty Notice.

Detentions are set for being late to school.

1.6 Reporting to parents

The School reports to parents on their child's attendance record via the Classchart parent app.

2. Authorised and unauthorised absence

2.1 Application for Term Time Leave

The Principal may not grant any leave of absence to students during term time unless they consider there to be 'exceptional circumstances'.

Towers defines 'exceptional circumstances' as:

- Service personnel returning from a tour of duty abroad where it is evidenced the parent will not be in receipt of any leave in the near future that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent's or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family.
- To attend a funeral of a person close to the family.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the Principal's discretion.

Valid reasons for authorised absence include:

- Illness and medical/dental appointments with evidence.
- 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.

Only the Principal can authorise absence using a consistent approach. The Principal is not obliged to accept a parent's explanation. A letter or telephone message from a parent does not in itself authorise an absence. If absences are not authorised, parents will be notified. If no explanation is received, absences will not be authorised.

Applications for other types of absence in term time must also be made in advance. Please complete the application for term time leave form and return to the attendance officer: t.epps@towers.school.

Download and complete the following form: Application for Term Time Leave

2.2 Unauthorised absence

The following reasons are examples of absence that will not be authorised:

- Persistent non-specific illness e.g. poorly/unwell
- Absence of siblings if one child is ill
- Oversleeping
- Inadequate clothing/uniform
- Confusion over school term dates
- Medical/dental appointments of more than half a day without very good reasons
- Child's/family birthday
- Shopping trips
- Family holiday

Study leave is not granted by default.

3. Absence Reduction Strategy

It is essential that the school addresses attendance concerns throughout the academic year to support with improving attendance.

We will put in place strategies to improve poor attendance trends identified through data. This may, for example, mean working to support students in a year group where there is higher-than-average absence.

If we have concerns about a child's attendance, in addition to putting in place personalised strategies in school, we will communicate our concerns regarding attendance with parents/carers, either by telephone, letter or email.

In the first instance, the school will support students and parents by working together to address any in-school barriers to attendance. Where barriers are outside of the school's control, we endeavour to work together with all partners to support students and parents to access any support they may need. As a minimum, this will include communicating with parents to understand barriers to being in school, agreeing actions or interventions to address them and keeping those actions under regular review in discussion with students and families.

This may also include referrals to services and organisations that can provide support, including Kent County Council's Attendance Service, KPAS. We work with external support services to help remove barriers to attendance and reduce persistent and severe absence. As part of promoting regular attendance the school will consider the issuing of Penalty Notices.

Regular attendance communication to parents/carers is typically, but not restricted to, the methods identified in the table below:

Communication	**Additional Information**

Informal phone call to ascertain why a student's attendance has fallen or for further evidence to ensure correct coding.	
Attendance letter 1 Issued to all students whose attendance has fallen.	This letter highlights consideration for students that have ongoing additional needs.
Attendance letter 2 Issued to students whose attendance has not significantly improved since being issued attendance letter 1.	This letter states that any future absences will require medical evidence or appropriate documentation for it to be authorised. This letter may not be issued if there are extenuating circumstances impacting upon attendance since attendance letter 1.
Formal invitation to an attendance meeting in person or virtually.	Though involvement in an attendance meeting is voluntary, failure to engage in an attendance meeting will be cause for a referral to KPAS (Kent County Council's Attendance Service)
Notice to improve letter	20 days attendance. Penalty notice issued if over the 20 days if there are unauthorised absence.

Specific Action for Failure to Attend Regularly
Where a student or family needs support with attendance, it is important that the best placed person in the school works with and supports the family. Wherever possible, we will keep this person consistent.

Where a pattern of absence is at risk of becoming, or becomes, problematic the school will draw on these relationships and listen to and understand the barriers to attendance the student or family is experiencing. In doing so, the school will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support.

In the first instance, the school will support students and parents by working together to address any in-school barriers to attendance. Where barriers are outside of the school's control, we endeavour to work together with all partners to support students and parents to access any support they may need. As a minimum, this will include communicating with parents to understand barriers to being in school, agreeing actions or interventions to address them and keeping those actions under regular review in discussion with students and families. This may include referrals to services and organisations that can provide support, including Kent County Council's Attendance Service, KPAS.

Where absence intensifies, so will the support provided, which will require us to work in tandem with the local authority and other relevant partners, as follows:

- If the needs and barriers are individual to the student this may include a support plan, careers advice, or where appropriate an education, health and care plan or alternative provision.

- Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.
- Where engagement in support is proving challenging, the school will hold more formal conversations with the parents (and student where they are able to understand). The aim of these meetings will be to clearly explain the consequences of persistent and severe absence to the student and family and the potential need for legal intervention in future, but will also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.

Where voluntary support has not been effective and/or has not been engaged with, the school will work with the KPAS to:

- Put formal support in place in the form of a parenting contract or an education supervision order.
- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- Issue a penalty notice where support has not been successful, or engaged with, and it is likely to change the parents' behaviour.
- Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

In all cases, the school will monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the student, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, the school will work together with all parties to identify the reasons why and either adjust or change the approach.

The school will also work with KPAS to issue a Penalty Notice where support would not be appropriate, such as for an unauthorised holiday during term time.

3.1 Students with medical conditions or special educational needs and disabilities

The school recognises that some students face greater barriers to attendance than their peers. These can include students who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as they are for any other student. That said, in working with their parents to improve attendance, we will be mindful of the barriers these students face and put additional support in place where necessary to help them access their full-time education.

Students with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. In all cases, the school will be sensitive and avoid stigmatising students and parents; and talk to

students and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual student's specific needs.

3.2 Promoting and Incentivising

The School will:

- Treat all students and parents with dignity. Our staff will always seek to model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance.
- Regularly inform parents about their child's attendance and absence levels primarily through the Arbor parent app.
- Hold meetings with the parents of students who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify students who need support from wider partners as quickly as possible and make the necessary referrals.
- Make the necessary statutory data returns to the local authority.
- Support students back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.

Rewarding good attendance through personal and collective achievements
We do this through:

- Celebration Assemblies
- PD Attendance Trophy
- Termly excellent attendance rewards (each term in isolation)
- 100% attendance acknowledgement reward (over the year)
- Emails/phone calls home
- Informal discussions with students.
- Improved attendance postcards

We are mindful that 100% attendance may not always be possible, and, therefore, do not focus solely on this when rewarding students for their attendance.

3.3 Part-time timetables

All students of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a student's best interests, there may be a need for a temporary part time timetable to meet their individual needs. For example, where a medical condition prevents a student from attending full-time education and a part-time timetable is considered as part of a reintegration package.

- Please note that a part-time timetable cannot be used as a reasonable adjustment for SEND, unless this is on a temporary basis and as advised by an external agency e.g. Educational Psychologist and agreed with Kent SEN.
- A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution.

- Any pastoral support programme or other agreement should have a time limit by which point the student is expected to attend full time, either at school or alternative provision.
- Formal arrangements will also be put in place for regularly reviewing it (minimum monthly) with the student and their parents.
- In agreeing to a part-time timetable, a school has agreed to a student being absent from school for part of the week or day and therefore will treat such absence as authorised.

3.4 Data Strategy

The School understands that as poor attendance is habitual, prevention and early detection is crucial. We will therefore undertake regular data analysis to:

- Both identify and provide immediate additional support to students and/ or student cohorts that need it
- Look at historic and emerging patterns across the school and develop strategies to address them.

The School will typically carry out the following analysis:

- Monitoring and analysing weekly attendance (including punctuality) patterns and trends, including whether there are particular issues for some children on certain days
- Patterns of attendance within sessions, to ensure that all students are attending all timetabled lessons
- Half-termly, termly and full-year data analysis of patterns and trends, including analysis of students and cohorts, identifying patterns in use of certain codes, days where attendance is typically poor and (where appropriate) subjects with low lesson attendance
- Benchmarking attendance data (at whole school, year group and cohort level) against local, regional and national data.

We will use this analysis to identify students who need support so that we can focus staff efforts on developing targeted actions for those students and to identify any common themes to support improvement planning.

We will use the data to inform us regarding the impact of school-wide attendance efforts, including any specific strategies implemented, to evaluate approaches or inform action.

We will also provide regular attendance reports to PD tutors to facilitate discussions with students and to school leaders (including any special educational needs coordinators and designated safeguarding leads).

Data and reports will be shared with the Trustee body.

4. Legal sanctions Penalty Notices Proceedings for Poor Attendance

The new National Framework for Penalty Notices for school absence, including unauthorised holiday absence, has been introduced following changes to the law. These new Government

regulations came into effect from the 19th of August 2024.

Penalty Notices Kent County Council's Attendance Service (PIAS) issues Penalty Notices for unauthorised absences. This ensures consistent and equitable delivery, and helps to maintain good school-home relationships. The school makes referrals to PIAS when it believes there is a case for a Penalty Notice to be issued and then PIAS makes a decision about whether to issue.

Penalty Notices may be issued in the following circumstances:

- holidays in term time
- overt truancy
- parentally condoned absences
- persistent lateness after the register has closed
- being present in a public place without reasonable justification during the first 5 days of any suspension or expulsion.

National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.

- These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence.
- The 10-school week period can span different terms or school years.
- Please note: The DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.

1. The first time this threshold is met, a penalty notice will be issued. The amount of the fine will be £80 (currently £60) per parent, per child if paid within 21 days. If the fine is not paid by the first 21 days, it will rise to £160 (currently £120) if paid within 28 days of being issued. Any non-payment of the Penalty Notice may be referred to the Magistrates Court
2. If within three years, the threshold is met for a second time, the fine will automatically be triggered at the higher rate of £160 per parent, per child. There will be no option to pay the lower rate of £80;
3. If the threshold is met for a third time in a 3-year rolling period, a Penalty Notice will not be issued. Instead, the case will be presented straight to the Magistrates Court under s.444 of the Education Act (1996) where fines of up to £2500 per parent, per child can be ordered. Cases found guilty in Magistrates' Court may show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

- Per Parent*, Per Child Penalty: Notice Fines are issued to each parent*, for each child that was absent. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.
- *Parent: Section 576 of the Education Act 1996 defines "parent" as:
    - All natural (biological) parents, whether they are married or not.
    - Any person who, although not a natural parent, has parental responsibility for a child or young person.

- Any person who, although not a natural parent, has care of a child or young person.

Further information on how the new rules may affect you can be found by visiting. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Please also see the attachment for a simple chart which shows you a representation of the same information.



5. Persistent Absence

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

What is a Persistent Absentee?

A student whose attendance is below 90%, whatever the reason, is classed by the Department of Education as being a persistent absentee. Even if the school understands the reason for the absence and is authorising the absence, then the school may still have to request evidence for any future absences.

In some situations, the school will not authorise absence as the student could have and should have been present in school. If the unauthorised absence becomes significant, the school will first do everything we can to establish the reason for this and support your child and you as a family to make sure that there are no barriers to a student attending school. If, once the school has exhausted all possible avenues for support, there has been no improvement in attendance the school will seek advice and further support from the Kent Attendance Service (PIAS). Kent Attendance will first seek to support, but also have the power to issue fines and support the issuing of court orders should the situation justify these more extreme measures.

Local Authority Action may include:

- Attendance Improvement Meeting
- Home visits
- Liaison with other agencies
- Fast track to prosecution

6. Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances.

Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

6.1 Children Missing Education

No child will be removed from the school roll without consultation between the Principal and the Inclusion and Attendance Service when appropriate. Where a child is missing from education, Local Authority guidance will be followed, by completing a Child Missing Education referral under the following circumstances:

• The whereabouts of the child is unknown and the school has failed to locate him/her.

• The family has notified the School that they are leaving the area but no Common Transfer Form (student file) has been requested by another school.

7. Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Towers School adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offences related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorising term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at Towers School

- Behaviour Policy
- Child Protection Policy
- SEND Policy

8. Roles and responsibilities

At Towers school there is a whole school responsibility and approach for improving school attendance, with specific staff taking individual responsibility. For further details on role and responsibilities see appendix 2.

9. Monitoring arrangements

This Attendance Policy will be reviewed annually by the school's Trustee Body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Appendix

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.

- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licences issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorised.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent travelling for occupational purposes):

- Used when a pupil's parent(s) is travelling for trade or business, and the pupil is travelling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are travelling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorised absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorised absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorised absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorised absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.

- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorised.
- Classified as unauthorised absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorised absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorised codes.
- Classified as unauthorised absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorised absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilised to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

Appendix 2: Roles and responsibilities

Parents*:* Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

- Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasise the importance of attending school regularly and on time.
- Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.
- Attend Parent-Teacher Conferences: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.
- Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.
- Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.
- Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children: Children also play a significant role in attending school regularly and ensuring their educational success

- Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
- Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.
- Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

- Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.
- Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.
- Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.
- Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.
- Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.
- Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.
- Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.
- Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.
- Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
- Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
- Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.
- Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults

Teachers: In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

- Monitoring Attendance: Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.
- Promoting Punctuality: Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.
- Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

- Maintaining Communication: Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.
- Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
- Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.
- Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
- Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.
- Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).
- Collaboration: Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.
- Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.
- Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.
- Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

***Teaching Assistant*:** Teaching assistants (TAs) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

- Monitoring Attendance: TAs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.
- Positive Relationships: TAs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.
- Attendance Support: TAs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.
- Reinforcing Expectations: TAs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.
- Attendance Interventions: TAs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

- Supporting Students with Special Needs: TAs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.
- Identifying Patterns: TAs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.
- Promoting Engagement: TAs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.
- Safeguarding: TAs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.
- Role Modelling: TAs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.
- Professional Development: Continuous professional development can enhance TAs skills in addressing attendance issues and supporting children effectively.
- Collaboration: Collaborating with teachers and other school staff is essential. TAs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.
- Recognition of Attendance: TAs can participate in recognising children's attendance.

Attendance Champion: The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

- Developing and Implementing Attendance Policies: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.
- Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- Supporting Families: Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
- Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

- Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.
- Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Trustees*:* Trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

- Policy Development: Trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.
- Statutory Compliance: Trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.
- Strategic Oversight: Trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.
- Monitoring Attendance Data: Trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.
- Accountability: Trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.
- Policy Implementation: Trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.
- Setting Targets: Trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.
- Parental Engagement: Trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.
- Training and Development: Trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.
- Safeguarding: Trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.
- Challenge and Support: While supporting school leadership in attendance improvement efforts, Trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.
- Continuous Improvement: Trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

***Senior Staff**:* Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

- Leadership: Senior staff, including the headteacher/principal and deputy headteacher/vice principal, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.
- Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.
- Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.
- Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.
- Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.
- Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.
- Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.
- Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.
- Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.
- Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.
- Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.
- Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.
- Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.