Enable Trust

Attendance Policy

Our Vision

Achieving More Together

Our Mission

Working together passionately to achieve the best outcomes for our SEND children and young people

Ratified by:	Local Governing Body
Ratification Date:	December 2024
Review Frequency: *Annual, Bi-Annual* (Subject to Academy Trust or national policy change)	Bi-Annual
Review Date:	December 2026
Related Policies:	Safeguarding Policy Positive Behaviour Policy Healthcare and Admin of Medications in School Policy

Table of Contents

1. Rationale 2
2. Aims 2
3. Legislation and guidance 2
4. Roles and responsibilities 3
   4.1 Local Governors 3
   4.2 The Headteacher 3
   4.3 The Attendance Strategic Lead 3
   4.4 Class Teachers 4
   4.5 Parents and Carers 4
   4.6 School admin/office staff 4
5. Recording attendance 4
   5.1 Attendance register 4
   5.2 Unplanned absence 5
   5.3 Planned absence 5
   5.4 Lateness and punctuality 6
   5.5 Following-up absence 6
   5.6 Reporting to parents 7
6. Authorised and unauthorised absence 7
   6.1 Approval for term-time absence 7
   6.2 Reducing persistent absence 7
   6.3 Legal sanctions 8
7. Strategies for promoting attendance 9
8. Attendance monitoring 10
9. Monitoring arrangements 10
10. Emotionally-Based School Avoidance and Mental Health 10
11. Part-time timetables, Phased returns and Alternative Provision 12
   11.1 Part-time timetables 12
   11.2 Phased returns 12
   11.3 Alternative Provision 12

Appendix 1 – Timeframe for contacting parents in relation to non-attendance 14

Version Control

Version No.	Amendments	Date
1		

1. Rationale

Enable Trust believes that consistent high attendance at school enables pupils to learn the skills and acquire the knowledge they will need to allow them to achieve their potential, in order to live happy, healthy, fulfilling lives. Regular school attendance has a range of recognised benefits, including curriculum learning, understanding and empathising with others, personal social development and skills related to self-help and independence. Absence from school hinders development, thus preventing pupils from achieving their potential. We therefore have systems set up within our schools to monitor attendance carefully and also work with outside agencies, such as social workers, health teams, local authority officers and education welfare officers, when required.

2. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our Trust culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school
- Considering pupil personal circumstances, particularly those pupils with significant health needs

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

Each school will maintain local procedures relevant to this policy. This will be made available to parents and published on the website.

3. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set 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, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

This policy also refers to:

- DfE's guidance on the school census
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

4. Roles and responsibilities

4.1 Local Governors

The Local Governing Body for each school is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the Headteacher to account for the implementation of this policy.

Attendance Governor	School
Neta Roylance-Smith	Culverhill
Moira Lloyd	New Siblands
Gillian Foxton	Two Bridges Academy

4.2 The Headteacher

The Headteacher is responsible for:

- Implementation of the policy at the school
- Ensuring school absence level data is monitored and reported to governors
- Supporting staff with monitoring the attendance of individual pupils
- Issuing fixed-penalty notices, where necessary

4.3 The Attendance Strategic Lead

Strategic Lead	School
Phil Lapham / Chris Walker	Culverhill
Karl Hemmings	New Siblands
Carrie Osmond	Two Bridges Academy

The attendance strategic lead is responsible for:

- Monitoring attendance data across the school and at an individual pupil level
- Reporting concerns to the Headteacher and Safeguarding Team
- Working with outside agencies to tackle persistent absence
- Arranging calls and meetings with parents to discuss attendance issues
- Co-ordinating the writing of individual attendance plans
- Advising the LA when to issue fixed-penalty notices
- Approving necessary adaptions to pupil attendance, for example phased returns for pupils who are returning after a serious illness or timetables for pupils educated off site.

4.4 Class Teachers

Class Teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office. Class teachers must report attendance concerns to the Headteacher, attendance lead and Safeguarding Team. Class teachers may discuss attendance issues with parents or carers, for example through parents' evenings or Annual Reviews.

4.5 Parents and Carers

Parents are responsible for:

- Making sure that their children of compulsory school age receive a suitable full-time education and attend that education with the ambition of 100% attendance.
- Phoning the school office to report an absence before 8.30am
- Planned Absence (see section 5.3)
- Unplanned Absence (see section 5.2)
- Reiterating the importance of school attendance to their child
- Engaging with school staff to improve school attendance
- Celebrating with their children with regard to improved attendance
- Where required, informing school transport if their child is going to be absent or return after an absence

4.6 School admin/office staff

Academy admin/office staff are expected to take calls from parents about absence and record it on the school system. The admin team send a spreadsheet listing absent pupils to members of SLT on a daily basis, along with queries or concern regarding those absences. This can include clarifying which code should be used for a particular absence. The office team are responsible for making calls to parents at the recommended time frames, as set out in the schools attendance procedure document. Where the reasons for an absence is known and needs to be clarified, admin staff can add notes in Arbor (e.g. 'School transport not available').

If the admin team have immediate concerns regarding a pupil's attendance then they should alert the school safeguarding team as soon as possible.

5. Recording attendance

5.1 Attendance register

We will keep an attendance register and place all pupils onto this register. We use the Arbor Information Management System to record daily attendance. We will take our attendance register at the start of the first session of each school day (morning) and once during the second session (afternoon). It will mark whether every pupil is:

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

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Pupils must arrive by 8:55am on each school day.
The register for the first session will be taken at 9am and will be kept open until 9.15am. The register for the second session will be taken at 1.00pm and will be kept open until 1.15pm.

Any child arriving after 9.15am in the morning or 1.15pm in the afternoon will be marked as late, unless an individual attendance plan has been agreed with school leaders.

5.2 Unplanned absence

The pupil's parent/carer must notify the school on the first day of an unplanned absence by 8.30am or as soon as practically possible.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.
If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card 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/carers will be notified of this. If this is the case, parents/carers will be permitted to provide further evidence regarding the absence.

5.3 Planned absence

Attending a medical or dental appointment will be counted as authorised, as long as the pupil's parent/carer notifies the school in advance of the appointment.

We do encourage parents/carers to make medical and dental appointments out of academy hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

REQUESTS FOR ABSENCE

These should be made:

- To the school office well in advance of the proposed absence and well before any bookings are made by the parent or carer "with whom the pupil normally resides". This covers the situation of children who are looked after or whose parents are separated or divorced.
- Anyone who does not have parental responsibility (PR) for a child should not be reporting absences, although the academy recognises that pupils sometimes live with adults who are not their legal parents (e.g. step-parents).
- Absences must be reported by an adult and should not be reported by family members who are not parents or carers (e.g. siblings).
- In the case of children whose parents or carers live separately, those parents or carers should inform each other if they intend to request an absence for the child. It is not the academy's responsibility to do this.
- If there is a parent or carer with whom the pupil normally resides, it is expected that they will be aware of all absence requests. The person who is in care of the child during a leave of absence will be the person liable.

The school will consider each request for absence on its merits, but general principles are:

a) Headteachers may authorise leave of absence in exceptional circumstances
b) Where leave is authorised, one week of term time per school year shall be regarded as sufficient.
c) Leave will not normally be granted for pupils to go on holiday with friends or friends' parents, unless for exceptional circumstances as approved by the Headteacher
d) Leave will not be granted to pupils who already have poor attendance records. This will depend on individual circumstances
e) In some cases, such as an extended visit to relatives abroad, a trip may bring considerable educational benefit to the child. In such cases we might wish to discuss how the trip could be used as part of an educational programme, perhaps by setting work to be done whilst away, or asking for a project to be completed on return.

The pupil's parent or carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. See Section 5 to find out which term-time absences the school can authorise.

5.4 Lateness and punctuality

A pupil who arrives late after the register has closed at 9.15am pupils will be marked as absent using the L code. The reason for this will be sought from parents or carers.

Given the nature of our pupils' needs we will always endeavour to support and work with families to resolve lateness.

Due to the needs of our pupils, we recognise that there are factors which may affect punctuality, some of which are listed below. However, the general principle is that punctuality should be ensured and, if this not routinely possible, the parents or carer is expected to work with school staff to address this.

Factors may include:

- School transport issues
- Significant health care needs
- Pupil behaviour or anxiety
- Family context, including parental capacity or siblings' needs
- Housing

5.5 Following-up absence

Where any child we expect to attend school does not attend, or stops attending, the school will follow up on their absence with their parent/carer to ascertain the reason.

If there are absence concerns, the school must:

- Ensure proper safeguarding action is taken where necessary
- Identify whether any absence should be approved or not
- Identify the correct attendance code
- Work with parents/carers or outside agencies to ensure good attendance

5.6 Reporting to parents

Enable Trust schools will report attendance during annual report writing and EHCP Annual Reviews. There may be other times this is reported, for example during health referrals, during meetings led by Social Workers and parents' evenings etc.

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

The Headteacher will only authorise a leave of absence to pupils during term time if they consider there to be 'exceptional circumstances' as set out in the 2024 school attendance regulations. A leave of absence is granted at the Headteacher's discretion. A leave of absence request will need to be completed. Where circumstances allow pupils will be expected to be in school prior to/or after an appointment to ensure that time away from learning is minimised.

The school considers each application for term-time absence individually, considering the specific facts, circumstances and relevant context behind the request.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the academy will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils 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 pupil is attending educational provision. This list is not exhaustive
- Involvement in planned sporting events, as agreed by the Head Teacher

Each school holds complete information about circumstances which are deemed authorised and unauthorised.

6.2 Reducing persistent absence

The national threshold for persistent absence in all schools is 90%. Attendance in special schools has been lower than 90% for several years. The threshold at which we will be concerned at is variable across different schools in the Trust. Our senior leadership teams monitor attendance thresholds daily.

Should attendance drop below the threshold we will analyse the data and consider if action is required. Many pupils of Enable Trust have significant needs, these can be medical or care needs that will impact on regular attendance. This is always considered, when analysing attendance.

Persistent non-attendance or lateness may result in:

- Open conversation with families in order to improve attendance. This may involve supportive actions.
- Discussion with school Safeguarding Team, considering possible actions.

- Discussion with relevant agencies (e.g. Social Worker, Health team, LA, Educational Welfare Officer). This can include multi-agency meetings.
- Inviting parents to a SAM meeting (school attendance meeting). This is a formal meeting to address attendance concerns and ensure all involved are working to improve attendance.
- School considering whether a fixed-penalty fine may be recommended to the Local Authority (see below).

At any stage, it may be considered that the Early Help Assessment and Plan (EHAP) process may be used, in order to focus all agencies working with the pupil on addressing school attendance in the context of the pupil's wider needs.

6.3 Legal sanctions

In cases where parents or carers take their child on an unauthorised holiday during term time, if applicable we will follow the South Gloucestershire school attendance Code of Conduct, July 2024 and request that a Penalty Notice is issued by the Local Authority. Where all or almost all unauthorised absence marks are U coded (including late after registration) we will first seek to engage with the parents or carer. If U code absences persist, we will request a Penalty Notice in line with the LA Attendance Code of Conduct.

Penalty notices

On 19 August 2024, The Education (Penalty Notices) (England) (Amendment) Regulations 2024 came into effect.
The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve
If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7. Strategies for promoting attendance

- Each morning class teachers conduct wellbeing check-ins with all pupils in their class.
- Bespoke initiatives may be implemented, led by attendance strategic lead.
- Parent or carer support systems, including referrals or support from outside agencies.
- Effective coordination between academy staff and the school transport team.
- Effective communication between academy staff and relevant health teams, including hospital discharge team.

8. Attendance monitoring

The Office Manager or Attendance Officer will monitor pupil absence on a daily basis. This is also delegated to the admin team.

A pupil's parent/carer is expected to call the school in the morning if their child is going to be absent due to ill health.

The parent/carer is expected to call the school each day their child is ill unless they have made explicit that the child will be off for a longer period of absence. If the child has sickness and diarrhoea, then the child would be marked absent for 48 hours.

If a pupil's absence goes above 5 days, the school will contact the parent/carer of the pupil to discuss the reasons for this, unless medical evidence has been provided.
If a pupil's absence continues to rise after contacting their parent/carer, we will consider involving an education welfare officer.

The national persistent absence threshold for all schools is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil may be classified as a persistent absentee, unless there are significant extenuating circumstances (e.g. recognised significant medical or care need). The rate of persistent absence for special schools is usually significantly higher than mainstream schools, so the 10% threshold may not necessarily trigger this as a concern.

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. This data is collected anonymously – no pupils are identified through this process. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

Enable Trust Schools track attendance through a system called Arbor and data is stored securely on cloud-based Arbor servers. Using Arbor we will:

- Track the attendance of individual pupils.
- Run reports in order to analyse attendance of individuals or groups of pupils.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern.
- Monitor and evaluate those children identified as needing intervention and support, due to attendance issues.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every 2 years by the school leadership team. At every review, the policy will be approved by the Local Governing Body.

10. Emotionally-Based School Avoidance and Mental Health

Emotionally-Based School Avoidance (EBSA) may affect between 1%-5% of the school population. South Gloucestershire Educational Psychology Service has produced guidance for schools regarding EBSA by drawing on the current evidence base and information from the literature and from other Educational Psychology Services. EBSA is a 'broad umbrella term used to describe a group of children

and young people who have severe difficulty attending school due to emotional factors, often resulting in prolonged absences from school' (West Sussex EPS 2018). South Gloucestershire has decided to use the term EBSA in preference to other terminology, e.g., 'School Phobia', 'School Refusal' and 'Emotionally Based School Avoidance' as this seems to be the most commonly used term. However, it is recognised that often 'avoidance' is an emotional response to an aversive situation rather than a conscious choice.

Understanding Emotionally Based School Avoidance EBSA is different from absence relating to physical illness and truancy. Most young people experiencing EBSA can be highly anxious and show significant distress associated with attending school and/or engaging in aspects of the school experience. In many instances, children want to participate in their education even though they feel unable to do so. Parents are often aware of their child's school related anxiety, even when this may not be apparent to school staff. Often, the young person's anxiety will reduce during weekends or school holidays. Difficulties children have in articulating their distress and the struggles that parents/carers and academy staff have in understanding the young person's emotional experience of school are often key barriers in identifying and supporting young people at risk of EBSA. For some young people, the distress may be obvious in their presentation and chronic non-attendance. For others, however, these difficulties may not be so easily identifiable. These young people may demonstrate sporadic attendance, missing the odd day here and there or particular lessons, or may only be able to attend school when provided with a high level of support and a modified timetable.

The Department for Education has produced the document,

Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf (Feb 2023). This outlines the expectations on schools to support pupils for whom a mental health issue may be affecting attendance. The guidance includes:

- An expectation to apply it to any pupils displaying any social, emotional or mental health issue that is affecting their attendance. It is not only for pupils who have a diagnosed mental disorder, or a disability or special educational need.

- Guidance that any actions taken to support attendance are referred to as "reasonable adjustments". This term is used throughout the guidance as a way of describing those actions in general terms, as opposed to a school's duty to make reasonable adjustments for pupils with a disability under section 20 of the 2010 Equality Act.

- Where a child has a disability, Education, Health and Care (EHC) plan and/or an assigned social worker, it is important that school staff take account of this when considering to address attendance. A section on additional considerations for children with special educational needs and disabilities (SEND) and/or an assigned social worker is included.

- Recommendations about effective actions that can be taken, including working closely with parents or carers, creating a plan to support the attendance of pupils with mental health needs, making referrals to other agencies, seeking advice or support from health teams and putting in place additional pastoral support within school. The guidance recognizes that parental mental health issues can affect pupil attendance and recommends that, in those case, practical whole-school support or multi-agency work may be required.

At Enable Trust we know that mental health needs and anxiety can have a significant impact on pupil attendance. We recognise and acknowledge the complexities involved in supporting pupils with mental health needs or those who are recognised as experiencing EBSA and will provide support for those pupils, within the capacity of the academy to put in place reasonable adjustments.

11. Part-time timetables, Phased returns and Alternative Provision

11.1 Part-time timetables

There may be occasions when a pupil is on a part-time timetable. If a part-time timetable is in place, then it must be agreed in writing by both the school and parents/carers.

Department for Education guidance on Part-time timetables states:

> All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

A part-time timetable will have agreed outcomes that focus on returning to full-time and be reviewed regularly with parents/carers.

Some pupils at Enable Trust have medical needs and this will sometimes require them to have a part-time timetable, as agreed between the school and parents/carers. If a part-time timetable is required for health reasons, then support and advice will usually be sought from the pupil's health team.

11.2 Phased returns

Some pupils may require a phased return to school, following a part-time timetable or period of absence (such as significant illness or operation). In this case, all relevant advice will be sought to ensure that reasonable adjustments are being made to ensure the phased return is successful. The academy will work closely with parents/carers and relevant agencies (e.g. health, school transport) to ensure the phased return is monitored, regularly reviewed and adapted where necessary. The aim of a phased return is successful return to full-time attendance. Any absences during the phased return will be marked as authorised in the attendance register.

11.3 Alternative Provision

Occasionally, pupils will access education opportunities outside of the school setting. This will either be:

- at a setting arranged by parents/carers, or by another agency on behalf of, or in agreement with, parents/carers (e.g. the Local Authority or health team)
- commissioned directly by the school.

If the absence is arranged by parents/carers, or on their behalf, the school will decide whether to authorise the absence. The school may ask the parent/carer or organising agency to provide information about the activity or setting. If the school has concerns about the activity or setting then the school may ask for evidence that the activity or setting is safe and can be considered an appropriate alternative to school attendance. As an example of an activity that may be authorised, some pupils access therapeutic services outside of school.

If the provision is commissioned by the school, then the school must ensure that due diligence is undertaken before the provision takes place, to ensure that the activity is appropriate and safe.

This will include:

- Information regarding the nature and intended outcomes of the provision
- Safeguarding policies and systems
- Health and Safety policies and systems
- Evidence of staff safety procedures e.g. DBS checks, relevant training and experience
- Visits to the setting, or to view the activity
- Evidence of security arrangements (e.g. site security of the setting)
- Sight of public liability insurance
- Any appropriate welfare, pastoral support provided through the activity or setting
- References regarding the setting or activity (ideally from a professional organization, such as a LA, school or other agency)

Once due diligence has been undertaken, then outcomes will be established, regular communication will take place and the provision will be reviewed on a regular basis by the school.

Taking pupils off-roll

Pupils of compulsory school age can only be deleted from the admission register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024.

The academy will inform the local authority when a pupil is added to or deleted from the admission register (school roll).

Appendix 1 – Timeframe for contacting parents in relation to non-attendance

	Step 1	Step 2	Step 3	Step 4
Culverhill	9.30am text home to confirm non-attendance. If no response by 11am, move to step 2.	10am phone call home to confirm non-attendance. If no response, phone second and third emergency contacts and leave messages and send emails if there is no reply. If no response by 12.30pm move to step 3.	12.30pm office staff to inform DSL or deputy DSL in order to follow up with final phone call. If no there is no response from the calls/messages by the DSL, the DSL/Headteacher will deploy school staff to visit the home. If the pupil has a designated Social Worker the DSL will arrange a home visit by the social worker or school staff. If no response at the home and no further response by the end of the school day, move to Step 4.	Due to the nature and vulnerability of our students any child whose location is not known by the end of one day will be considered at risk and the DSL/DDSL will then take further action. The LA access and response team will be informed and a police welfare check may also be requested.
New Siblands	9.15am phone call home to confirm reason for non-attendance. If no response by 10am, move to Step 2.	10am phone call and text home to confirm non-attendance. If no response, phone second and third emergency contacts, leave messages and send emails. Submit attendance/absence report to SLT. If no response by 11am move to Step 3.	12pm office staff to inform DSL or deputy DSL in order to follow up with final phone call. If no there is no response from the calls/messages by the DSL, the DSL/Headteacher will deploy school staff to visit the home. If the pupil has a designated Social Worker the DSL will arrange a home visit by the social worker or school staff. If no response at the home and no further response by the end of the school day, move to Step 4.	Due to the nature and vulnerability of our students any child whose location is not known by the end of one day will be considered at risk and the DSL/DDSL will then take further action. The LA access and response team will be informed and a police welfare check may also be requested.
Two Bridges Academy	9.15am phone call home to confirm reason for non-attendance. If no response by 10am, move to Step 2.	10am phone call and text home to confirm non-attendance. If no response, phone second and third emergency contacts, leave messages and send emails. Submit attendance/absence report to SLT. If no response by 11am move to Step 3.	12pm office staff to inform DSL or deputy DSL in order to follow up with final phone call. If no there is no response from the calls/messages by the DSL, the DSL/Headteacher will deploy school staff to visit the home. If the pupil has a designated Social Worker the DSL will arrange a home visit by the social worker or school staff. If no response at the home and no further response by the end of the school day, move to Step 4.	Due to the nature and vulnerability of our students any child whose location is not known by the end of one day will be considered at risk and the DSL/DDSL will then take further action. The LA access and response team will be informed and a police welfare check may also be requested.