



ATTENDANCE & PUNCTUALITY POLICY 2024-2025

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Attendance Policy 2024-25			
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Originated	July 2024		
Accepted by:			
Review date	September 2024		
Review date	June 2025		

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Section 1

1.1 Aims

This policy is intended to outline the expectations, procedures, and key staff in relation to attendance as well as the strategy and support in place to ensure students maximise their attendance at school.

We envisage that this policy will act as a 'user manual' for students, families, and staff when it comes to promoting positive attendance at school and will keep it under annual review.

In line with the latest DFE Guidance on Working Together to Improve School Attendance(2024), our school is committed to working in collaboration to:

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

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

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

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

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

Enforce - Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the student's right to an education.

This policy will be published on the BBEC website and will be recirculated to parents at the start of each academic year, as well as when it is updated at any other point.

1.2 Our ethos

Attendance and Punctuality at BBEC is 'everyone's business'. All staff at BBEC support Attendance and Punctuality as a high priority and we aim for all students to achieve 100% Attendance by the end of the school year. We ensure that we support each child with wraparound care to ensure that they are provided with the best chances of success at BBEC.

We support the school ethos that "We all belong at BBEC" and in terms of attendance this translates into students attending and being on time to school every single day. There are only 190 school days in each year and every single day has an important impact on students learning, personal development and aspirations.

This document is also part of the attendance team's commitment to ensure all our stakeholders, especially parents/carers and students understand our policy and the possible consequences of unauthorised absences and lateness.

As part of the Bradford Diocesan Academies Trust (BDAT), we understand that the trust regards the excellent attendance of children as integral to the success of the student and thus the success of their academies.

1.3 Trust Policy Statement

Bradford Diocesan Academies Trust (BDAT) regards the excellent attendance of children as integral to the success of the students and thus the success of their academies. For the purpose of this policy, the term Trust refers to BDAT. The Trust is committed to ensuring that students and parents/carers understand the absolute importance of full attendance at our schools.

As part of our focus on diversity and inclusion, BDAT pledges that our policies will seek to promote equality, fairness, and respect for all staff and students. Our policies reflect the BDAT values of inclusion, compassion, aspiration, resilience, and excellence. By working closely with a range of stakeholders, such as our school, union, and HR colleagues, we have ensured that BDAT's policies do not unlawfully discriminate against anybody.

1.4 Attendance team

The principal staff within the team are outlined below:

Name	Title	Key Role
TBC	Attendance Governor	Governance
Ms K Sweeney	Senior Deputy Headteacher	Strategic overview
Mr J Ryan	Assistant Headteacher	Attendance Champion
Ms Z Asghar	Assistant Headteacher	Attendance/ Punctuality
Ms E Hoey	Lead Attendance Officer	Attendance Support

Ms M Hoddy	Lead attendance and family liaison officer	Attendance Support and Family Intervention
Mr N Clarke	Attendance and Welfare manager	Attendance support and Home Visits
Ms C Fagan	Assistant Head of Year- non-teaching	Attendance Support for Heads of Year and Pastoral staff
Staff supporting Attendance within their role:		
Ms K Gallagher	School Home Support	Family Support
Mr J Mawson	Welfare and Mental Health Caseload Manager	Mental Health Support
Mr. I. Lomas	Principal First Aider	Overview of medical needs impeding Attendance
Ms S. Hussain	Bradford Local Authority	Attendance Improvement Officer

1.5 Roles and Responsibilities

Governors will:

- ✓ Ensure that the strategies in place to implement the Attendance Policy throughout the school are known by parents/carers
- ✓ Review the impact of the policy on the attendance and punctuality of students through the termly reporting from senior leaders
- ✓ Scrutinise attendance key performance indicators (including elective home education, managed moves in and out, fixed term exclusion and the use of alternative provision)
- ✓ Hold SLT to account for explaining patterns of attendance within and between academies
- ✓ Hold SLT to account for annually reviewing the attendance policy

BBEC will:

- Accept that outstanding attendance is everyone's responsibility
- Formally recognise good attendance and punctuality (above 97%)
- ✓ Challenge attendance that is less than good and set targets for students to improve
- ✓ Intervene when poor attendance / punctuality becomes a problem and before it becomes a habit
- ✓ Follow up on any non-attendance with no contact from parents on the first day of absence through one of the following: text message, phone call and written letter
- ✓ Deal sympathetically with any problem a student may have which is causing attendance / punctuality to decline and always stay in regular contact with parents / carers
- ✓ Act swiftly to reduce absence, in particular persistent absence, with a specific focus on immediate support for vulnerable learners
- ✓ Work actively with children and families to emphasise the benefits of high attendance; to instil and reinforce good habits of attendance from the start of their educational journey
- ✓ Ensure every child of statutory school age has access to full time education
- ✓ Communicate a clear and transparent process around the management of attendance to parents and carers following the listed process: prevention and reward / recognition; support and challenge with punitive measures where necessary; and legal action and / or external agencies when other measures have no impact
- ✓ Only in exceptional circumstances warrant a leave of absence during term time
- ✓ Involve other external agencies if we believe there could be wider safeguarding issues surrounding the child
- ✓

The Assistant Headteacher(s) for Attendance / Attendance Champion will:

- ✓ Develop, implement, and oversee strategic plan in a responsive way.
- ✓ Lead initiatives to promote the importance of good attendance
- ✓ With the support of the wider Attendance team, analyse data on attendance and punctuality on a weekly, half-termly, and termly basis and prepare reports, as required, for the senior leadership team and local governing board.
- ✓ With the support of the wider Attendance team, develop and update the attendance risk register (register of students at risk of persistent absence, persistently absent or severely absent)
- ✓ Oversee the arrangements for student admissions, deletions from roll and attendance meetings and quality assure individual attendance support plans
- ✓ Ensure compliance with the DFE statutory guidance on Children Missing Education
- ✓ Ensure first day absence contact is in place where absence is not reported by parents/carers
- ✓ Ensure all registers are taken accurately and promptly and challenge staff where this doesn't happen.

The wider Attendance team will:

- ✓ Monitor registration daily and ensure any missing marks are quickly resolved to ensure students are safe
- ✓ Be the first point of contact for parents/carers and relevant school staff regarding student absence and appointments
- ✓ Implement first day absence contact where absence is not reported by parents/carers
- ✓ Monitor attendance on a daily, weekly, half-termly and annual basis for students who have been identified at risk of persistent absence, are persistently absent or severely absent
- ✓ Ensure home visits are in place following 3 days of unreported absence and where reported absence exceeds 5 days
- ✓ Work with the senior leader(s) responsible for attendance to maintain an up-to-date attendance risk register which identifies students at risk of persistent absent, those at the persistent absence threshold and those with severe persistent absence
- ✓ Lead attendance meetings to develop individual attendance support plans/pastoral support plans for students on the attendance risk register
- ✓ Co-ordinate the support plan for students beginning the school in-year and those students who are returning to school following a prolonged period of absence
- ✓ Work in partnership with other agencies, particularly the Education Welfare Service, to identify and support those students and families who have attendance problems.
- ✓ Have full access to the legal framework surrounding attendance and be up to date with changes in government policies.
- ✓ Implement the resources of Penalty Notices, Fast Track, and court processes to maintain standards throughout the school.
- ✓ Implement the process of LEAP panels, to support and guide the students and parents through the legal process.

Tutors/ Class Teachers will:

- ✓ Complete registers accurately at the beginning of each session.
- ✓ Keep regular and accurate records of attendance and monitor all students' attendance.
- ✓ Comply with the Registration Regulations, England, 2006, and other attendance related legislation.
- ✓ Monitor punctuality daily, rewarding and sanctioning where appropriate.

- ✓ Be alert and deal with any signs of disaffection which could result in poor attendance and punctuality. Refer where necessary to the wider Attendance team.
- ✓ Provide regular advice, encouragement, challenge, and support to the class as a whole and individually to students about the importance of regular attendance and punctuality using the weekly data.

The SENDCO will:

- ✓ Provide additional advice and guidance where students with SEND and/or those who have a social worker are not meeting attendance expectations
- ✓ Ensure attendance expectations are made communicated and made clear to professionals supporting a student with SEN
- ✓ With the wider Attendance team, ensure close monitoring of the attendance of these student groups

We expect that students will:

- ✓ Aim to achieve 100% attendance and punctuality by arriving to school on time every day
- ✓ Always attend school unless prevented by a specified illness or unavoidable circumstances
- ✓ Always arrive to school and lessons on time
- ✓ Speak to the appropriate member of staff if there are any problems that may affect attendance, punctuality and/or learning

We expect that Parents/Carers will:

- ✓ Encourage regular school attendance and be aware of their legal responsibilities to ensure their child attends school.
- ✓ Ensure that their child arrives punctually and prepared for the school day.
- ✓ Contact the school immediately whenever their child is unable to attend school.
- ✓ Inform the school by telephone/ email on each day of absence to discuss with the attendance team.
- ✓ Contact the school whenever any problems occur that may keep the child away from school.
- ✓ Provide medical evidence when appropriate to support absence.
- ✓ Refrain from booking family holidays during school term time unless there is an exceptional circumstance.
- ✓ Arrange, wherever possible, for medical appointments to be made outside school hours. If this is unavoidable, then the child should be removed from school for the minimum amount of time possible.

Section 2

2.1 The Law

The Education Act 1996 Part 1, Section 7 states:

The parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable.

[a] To their age, ability and aptitude and

[b] To any special needs they may have, either by regular attendance at school or otherwise.

For educational purposes, the term parent is used to include those that have parental responsibility and/or those that have the day-to-day care of the child.

The legislation that appertains to children who are of compulsory school age and are registered at school is contained within this Act.

Part V1 Section 444 contains the details of when an offence is committed if a child fails to attend school.

The Education (Student Registration) (England) Regulations 2006, Amended 2016, require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session. The register must record whether a student is:

- present;
- absent;
- present at approved educational activity, or
- unable to attend due to exceptional circumstances.

2.2 Why Attendance Matters

Students spend a relatively short time at BBEC, five years from Year 7 to Year 11, less than 900 school days in total.

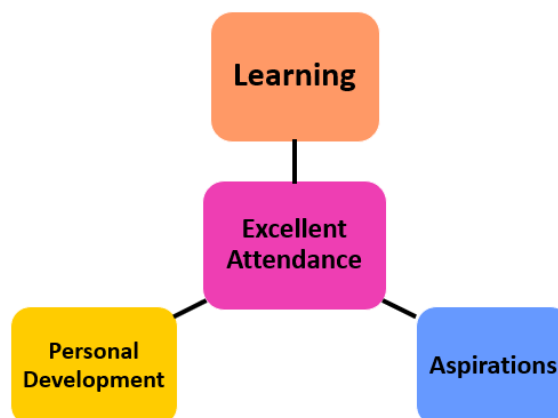
Therefore, all absences take away days that can never be replaced.

Being around teachers and friends in a school or college environment is the best way for students to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.

School also provides an important transition to Primary School to the next steps in a student's life, namely achieving their aspirations around further education, training, or employment.

At BBEC we provide students with a first-rate Careers programme as well as a PSHCE curriculum that provides them with the employability experiences and skills for future success.

Our PSHCE curriculum also supports a student's Personal development, around key areas like developing school ARCK Values, Cultural Capital, and wider British Values. As PSHCE is taught primarily in form time (Values In Practice, V.I.P) it is another reason to be in school on time every morning. There is also a rich programme of activities and opportunities outside the classroom, including enrichment, trips and visits and regular events.



Future success is also heavily influenced by learning and the grades students achieve in public examinations. In every day at school there are 5-hours of learning available, being delivered by subject specialists and normally in bespoke rooms and laboratories.

2.3 Every moment counts

Every moment in school counts, and days missed add up quickly. For example, a child in Year 10 who is absent for three days over a half term could miss 15 lessons in total.

The higher a student's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. Excellent attendance entrenches good habits which sets students up for the best life chances.

Data from 2019 shows that 84% of Key Stage 2 students who had 100% attendance achieved the expected standard, compared to 40% of students who were persistently absent across the key stage.

Our Year 11 students who sat public examinations showed quite clearly how attendance affects the chances of a student's success. Students with excellent attendance (100%) scored more than two grades higher than those with Persistently Absent attendance (below 90%).

The table below outlines learning missed in more detail:

Attendance During One School Year	Equivalent Days	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	2 Weeks	54 Lessons
90%	19 Days	4 Weeks	114 Lessons
85%	29 Days	6 Weeks	174 Lessons
80%	38 Days	8 Weeks	228 Lessons
75%	48 Days	10 Weeks	288 Lessons
70%	57 Days	11.5 Weeks	342 Lessons
65%	67 Days	13.5 Weeks	402 Lessons

2.4 Safeguarding

As well as being a legal requirement, being in school every day also helps ensure the safeguarding, care, and welfare of every child. There are many students across the UK who are at increased risk because they are not in school and so when a child is not attending school it is considered a safeguarding matter.

Therefore, information about the cause of any absence is always required. BBEC believes that improved school attendance can only be achieved if it is viewed as a shared responsibility of the Trust staff, governors, parents/carers, students, and the wider Trust community.

Full details of our safeguarding policy can be found at www.buttershaw.net.

Section 3

3.1 Absence Reporting

The school day begins at 8.30am and finishes for students at 3.00pm.

Should your child need to stay off school for a whole or part-day, the BBEC First Day Absence reporting procedure is outlined below:

Parent/carers should email studentattendance@bbec.bdat-academies.org

Or

telephone the Absence Line on **01274 676285**, ideally before 8:00am and not later than 8:30am on the first day of absence, ensuring in any call or voicemail that they provide the following for the student:

- ✓ First name and second name;
- ✓ Form or Year Group
- ✓ Reason for absence, please ensure clarity to help with coding.

We expect all parents/carers to notify attendance of the reasons for all absences and this includes illness. Please also call on every day of illness, otherwise your child is expected back into school. If you expect your child to be absent because of illness or they are absent for more than one day, then please ensure we are aware of this as we must inform our Principal First Aider.

Where students are absent for more than two days, please provide any medical evidence.

3.2 Medical Evidence/ Medication

Medical Evidence may include:

- Communication from our Principal First Aider, usually relating to first aid treatments or medical history;
- GP Appointments (stating the child's name, date and time of appointment);
- GP letters;
- Prescribed Medication (clearly showing the child's name, DOB and date medication prescribed);
- Prescriptions;
- A&E / Hospital Ward Discharge Notes.

We request that any medical evidence is emailed to the attendance team directly on:

studentattendance@bbec.bdat-academies.org

We cannot accept:

- × Details of sickness or illness from a Parent/Carer;
- × Photographs or Images of any kind of your child.

Our Principal First Aider can also offer direct support and guidance around your student returning to school.

If your child returns to school with any medication, including those prescribed by a medical professional or over the counter medicines. e.g. Paracetamol, that they must be given to Principal First Aider at the start of the day along with a completed form and secured safely in the First Aid Office. This allows the taking and dosage of medications to be safely monitored and they are then not accessible to other students.

At BBEC we also provide a range of supports for students experiencing menstruation and there are sanitary products available throughout the school day from the Hub and First Aid. These are all high-quality products and free of charge. Students can also seek support here, if required.

3.3 Illness

BBEC recognises that students, staff, and parents/carers will all at some time experience illness. In the workplace, those of us in employment are aware of the importance of notifying our employers when ill and not fit to be in the workplace, and for prolonged illness we must provide medical evidence.

The NHS provide some useful guidance for parents/carers on the difficult decision of keeping a child off school for illness. Please see : www.nhs.uk/live-well/is-my-child-too-ill-for-school

There are clearly cases where a student **can** attend school e.g.

- ✓ Minor coughs and colds;
- ✓ Sore throat;
- ✓ Head lice
- ✓ Cold Sores
- ✓ COVID-19

There are also cases where a student should not be in school e.g.

- × High Temperature;
- × Vomiting and/or Diarrhoea – stay away until they have not been sick for two days;
- × Infectious diseases e.g. early stages of measles or Chicken Pox

From September 2024, we are legally required to inform the Local Authority of ‘Sickness Returns’: providing the full name and address of all students of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.

3.4 Mental Health & Anxiety

At BBEC we endeavour to provide support for students with anxiety through our school-based provisions of Tic Tac, The Hub and First Aid. Our Mental Health Practitioners only have a role for signposting and accessing external support but are not qualified to provide treatments.

Mental Health Practitioners can provide useful local contacts for support and information, for example, Guide-line (non-emergency) on 08001 884 884, NHS First Response (available 24 hours) on 0800 9521181 or call NHS 111

Anxiety can be a difficult situation. The NHS provide the following guidance:
“It’s normal for children to feel a little anxious sometimes. They may get a tummy ache or headache or have problems eating or sleeping. Avoiding school can make a child’s anxiety about going to school worse. It’s good to talk about any worries they may have such as bullying, friendship problems, schoolwork or sensory problems. You can also work with the school to find ways to help them. If your child is still struggling and it’s affecting their everyday life, it might be good to talk to your GP or school nurse.”

In more extreme cases, where a student’s mental health is a concern, please refer them to your GP. This will allow a diagnosis of whether-or-not they are fit to be in school and allows external agencies to be engaged.

Section 4

4.1 Registration Procedures

The Education (Student Registration) (England) Regulations 2006 determine the admissions and attendance registers that all schools must keep. They also regulate the power schools have, to grant a leave of absence.

By law, schools are required to record in the attendance register, once at the beginning of the morning session and once in the afternoon, whether the student is present, absent, engaged in an approved, supervised educational activity off-site, or unable to attend due to exceptional circumstances.

At BBEC, SIMS (School Information Management System) is used, enabling the management of student and staff information across all areas of school life including registration, timetabling, progress tracking and assessment, and whole School communication. Students are required to register at the start of the morning registration session and again at the beginning of each of the five daily lessons.

BBEC expects its teaching staff to take a SIMS register every lesson, within the first five minutes of each lesson starting. If this is not possible due to computer failure, then paper registers are taken and sent down to the Attendance Team, who manually adds them to the system.

Only the Attendance Team will alter the attendance register; there are only two occasions when the attendance register can be altered:

- If it is discovered that an error has been made.
- Where an unexplained absence has since been satisfactorily explained.

4.2 Registration Codes

Absence can only be authorised by the Headteacher and cannot be authorised by Parent/Carers.

All absences will be treated as unauthorised unless a satisfactory explanation for the student’s absence has been received.

Absences will be categorised as follows. This is in line with the Department for Education (2024) guidance:

Present Codes

These codes are used when a student is present in school or is at an approved off-site educational activity. They include:

Code / \: Present at the school / = morning session \ = afternoon session

Code B: Attending any other approved educational activity

Code K: Attending education provision arranged by the local authority

Code L: Late arrival before the register is closed

Code P: Participating in a sporting activity

Code V: Attending an educational visit or trip

Code W: Attending work experience

Authorised Absence Codes

These are used when a student is absent from school for an authorised reason. These marks count negatively against a student's attendance but are not included in any considerations of formal legal proceedings related to a student's absence. They include:

Code C: Leave of absence for exceptional circumstance

Code C1: Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.

Code C2: Leave of absence for a compulsory school age student subject to a part-time timetable

Code D: Dual registered at another school

Code E: Suspended or permanently excluded

Code J1: Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution

Code I: Illness (not medical or dental appointment)

Code M: Leave of absence for the purpose of attending a medical or dental appointment

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

Code R: Religious observance

Code S: Leave of absence for the purpose of studying for a public examination

Code T: Parent travelling for occupational purposes

Code X: Non-compulsory school age student not required to attend school

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

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

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

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

Code Y5: Unable to attend as student is in criminal justice detention

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

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

4.3 Unauthorised Absences

These are used when a student is absent from school for an unauthorised reason. These marks count negatively against a student's attendance and may also inform any legal proceedings related to a student's absence (see section on Legal Proceedings for more details). They include:

Code G: Holiday not granted by the school

Code N: Reason for absence not yet established

We will make all efforts to contact parents to find out why their child is absent. If we are unable to do so, 'N' marks will be changed to 'O' marks (see below) after five working days.

Code O: Absent in other or unknown circumstances Some examples that would fall into this category include:

- No reason being provided for an absence.
- Missing a full day for a medical appointment where attendance could have occurred before or after the appointment.
- Truancy.
- Oversleeping/missing the bus.
- School uniform not clean.
- Birthday treats.
- Looking after younger siblings.

Code U: Arrived in school after registration closed

4.4 Administrative Codes

Code Z: Prospective student not on admission register

Code #: Planned whole school closure

4.5 Persistent Absentees

Students who are at risk of Persistent Absenteeism (P.A) will have an attendance average of 90-95%. Persistent absence is less than 90% attendance. Severe Persistent Absenteeism is less than 50% attendance.

BBEC is provides an incredible range of support for our students facing challenges around regular attendance. This includes:

- Mental health and medical support
- Behavioural support e.g., St Giles/ Commando Joe
- Bespoke curriculum provision e.g., LDC, Connect, Bridge
- Outreach and Home Tuition
- Tic-tac
- Early Help
- Café South
- School Home Support
- Family Liaison
- Local Authority Attendance Team

Children who are off long term for serious or unavoidable reasons (e.g. medical), will be provided by the school with work to complete at home with the support of a parent/carer. This work can include resources from Oak National Academy, lessons that have been presented on Microsoft Teams in relation to the topic being studied, worksheets, etc.

With the introduction of remote learning during the pandemic, this work may be assigned online. If children take a leave of absence during term time, they will be expected to take work home or catch up on this work upon their return.

4.6 Exceptional circumstances

In all circumstances, it is the Headteacher and Governing Body who decide whether an absence is authorised or not. Approval of absence in term time is not, under any circumstances, an automatic right. Absence during term time should be always discouraged, but under exceptional circumstances it may be considered when:

- It is related to exceptional circumstances (e.g. family bereavement).
- That the granting of a request should be linked with an expectation of otherwise full attendance.
- Only one period of up to 2 days absence in any academic year should be considered.
- Parents will be informed that any absence taken without permission will be unauthorised and that this could be used by the Local Authority to strengthen a case for Penalty Notice / Prosecution where overall attendance is unsatisfactory.

Parents should not normally take students out of school. Each request for absence should be considered on its merits and should take account of:

- the child's stage of education and progress to date
- the overall attendance pattern of the child
- the time of year of the proposed absence and its nature (for instance its apparent educational benefit)
- Rare and exceptional circumstances relating to parent's employment and leave entitlement (Armed Forces etc)

Should any parent of a child (either one who otherwise attends regularly or a child whose attendance is poor) decide to take leave without permission, it will be made clear that the school will not authorise the absence.

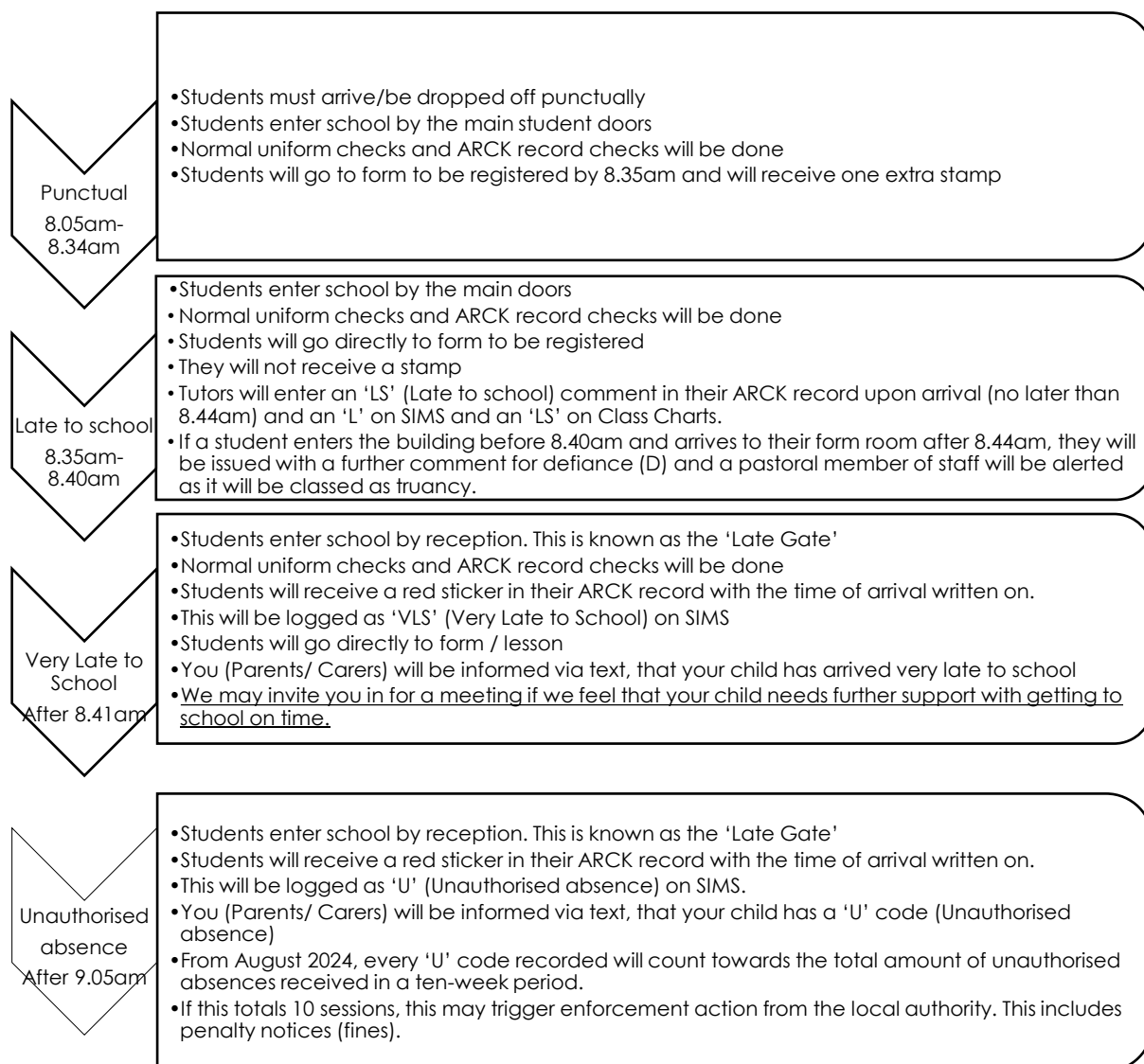
Procedure for permission to request absence during term time – parents must contact the Headteacher in writing giving reasons for absence with at least one month's notice.

4.7 Punctuality to school

BBEC are aware that students may on arrive late to school, if this is the case then please make our attendance team aware so that they can offer any support and decide if a Late mark will be given to your child.

We would be grateful for the absolute support of all parents/carers in ensuring that their child leaves home early enough each morning to get to school on time and in encouraging them to be punctual.

This table sets out our lates policy:



Poor punctuality may result in the following sanctions:

- Every 6 'Late to School' marks entered on SIMS each half term will trigger a letter home which will outline further consequences if lates continue.
- Every 6 'Very Late to School' marks entered on SIMS each half term will trigger a parent text, a letter home and students will receive a 30-minute detention.
- If they incur a further 6 'Late to School' or 'Very Late to School' marks, a 1-1 meeting will be held to identify barriers to lateness and parental contact will be made. Further intervention will be put in place if required.
- Students with 6 'U' codes or more are referred to the Attendance support/ Welfare team for support and intervention.

4.8 Welfare Check

BBEC has a legal requirement to ensure monitor and check the welfare of our students. There may be instances where students have not been seen for periods of time and parents/carers are not communicating with our attendance team for reasons for absence.

We are required to inform the Local Authority with the names and addresses of all students of compulsory school age who fail to attend school regularly or have been absent for a **continuous period of ten school days**, where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U).

4.9 In-Year Admissions

This section of the policy outlines some measures that are implemented for students who join BBEC outside of the normal round of admissions (i.e., other than when they join in Reception/move up from Primary School into Year 7).

All our attendance data from the past few years indicates that collectively students who join BBEC on in-year transfers have attendance rates significantly below the minimum of expectation of 97%.

It is, therefore, our policy not to authorise any absence of students who join on in-year admissions during the first six months of their time at BBEC, unless supporting evidence is provided (e.g., a doctor's note or appointment card).

4.10 Rewards

We have a structured reward programme at BBEC that reward students, as often as possible, for following our behaviour policy and having excellent attendance. These include:

Frequency	Rewards
Daily	ARCK Praise stamps. Punctuality stamps.
Weekly	Form tutor prizes. Assembly shout-outs. Assembly prizes for excellent attendance and improving attendance.
End of each Half-term	Inter-form prizes or "Champions League". Rewards postcards and letters home.
End of each Term	Main school behaviour and attendance rewards e.g. Chocolate Boxes, Easter Eggs, films and summer ice creams and festival ticket. Parent praise letters.
End-of-Year	Cathedral Celebration' Attendance Prizes. Parent prizes.

There are also other, more bespoke awards for students working closely with mentors and external agencies to improve attendance. Our students in bespoke provisions also access their own rewards programme to incentivise excellent attendance and improvements in attendance.

We continually work with prefects and student voice to inform our rewards programme.

Section 5

5.1 Attendance Data

For all stakeholders (students, parents, staff, governors and external agencies) to work in partnership to ensure excellent attendance for students at BBEC, it is important that we track the attendance of students and share this information.

This will be done by the following means:

- Individual student attendance data will be shared on a weekly basis with Form Tutors/class teachers who will then share it with their class.
- Students will record their attendance on a weekly basis in their ARCK Records so parents can monitor this at home.
- Parents will also be informed about attendance in relation to their child individually and the school more widely through newsletters, social media, academic progress reports, text message, email and letter.
- Attendance data by Form Group will be shared with students in assembly on a weekly basis. This will feed into competitions (see Rewards and Incentives section).
- Attendance data of different cohorts will be shared with the Senior Leadership Team on a weekly basis. Examples of cohorts include year groups, boys and girls, students with Special Educational Needs or Disabilities and students eligible for free school meals. This will then enable leaders to plan specific intervention to support any cohorts whose attendance is below expected.
- Attendance data of different cohorts will also be shared with the whole staff on a weekly basis in briefings or via bulletin, so that teachers are aware of which students may need extra support.
- Attendance data will be shared with Governors on a half-termly basis so they can fulfil their responsibilities in supporting and challenging senior leaders in relation to the attendance strategy and the impact it is having.
- Attendance data will be shared with the Local Authority School Attendance Support Team on a termly basis. They will then provide support, advice, and guidance to school on how to make further improvements.

Daily school attendance data will be shared with the Department for Education in line with the mandatory expectation stated within the statutory guidance Working Together to Improve School Attendance.

In line with guidance, the local authority will be notified when any student misses fifteen school days during an academic year.

We will consider local, regional, and national data to help give us context as to the attendance of students at BBEC.

Where attendance interventions are implemented with students to help them improve their school attendance, we will use data to monitor the impact and assess the efficacy of the intervention.

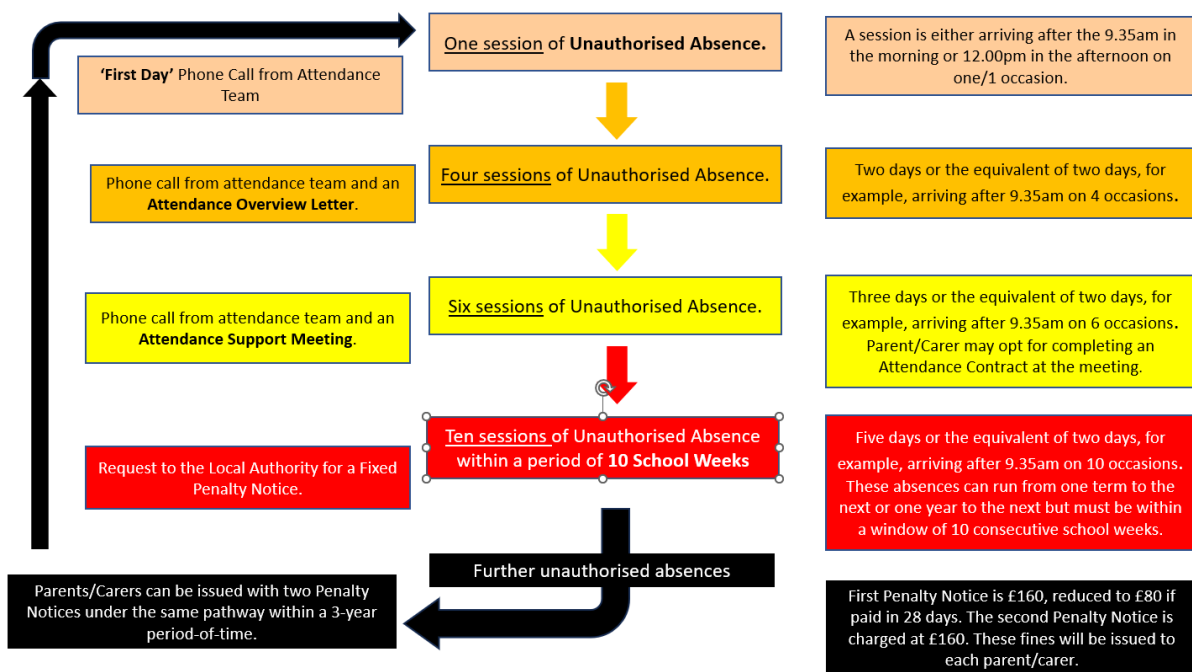
This list may not be exhaustive, but it is intended to ensure that attendance remains at the front of everyone’s minds so that we can work together in partnership to secure excellent attendance for all students.

5.2 Attendance Contracts & Penalty Notices

The Government Department for Education¹ have recently updated the policy for enforcement.

Repeated unauthorised absences can result in a Penalty notice or Prosecution in line with the Education (Penalty Notices) (England) Regulations 2007.

This is a summary of the procedures for a Penalty Notice, in line with statutory policy and showing where unauthorised absences are required to trigger actions from our school:



The attendance team will call the primary contact parent following the first unauthorised absence. The team will make contact on all days of unauthorised absence. The purpose of the calls is to carry out a safeguarding and welfare check on your child and ascertain both their whereabouts and the reason for their absence. This is also an early opportunity to discuss any attendance challenges or issues you may be experience.

The Attendance Overview letter is the next step in our enforcement procedure and two days of unauthorised absence will already have resulted in significant loss of learning. The letter will provide further information about the enforcement and outline the support available

The attendance support meeting with be held with a meeting of the Attendance Team and provide an opportunity to identify the causes of student’s absence, discuss any appropriate actions, supports or interventions and ensure attendance improves. We will give parents the option of putting in place an Attendance Contract as set out by the DfE.

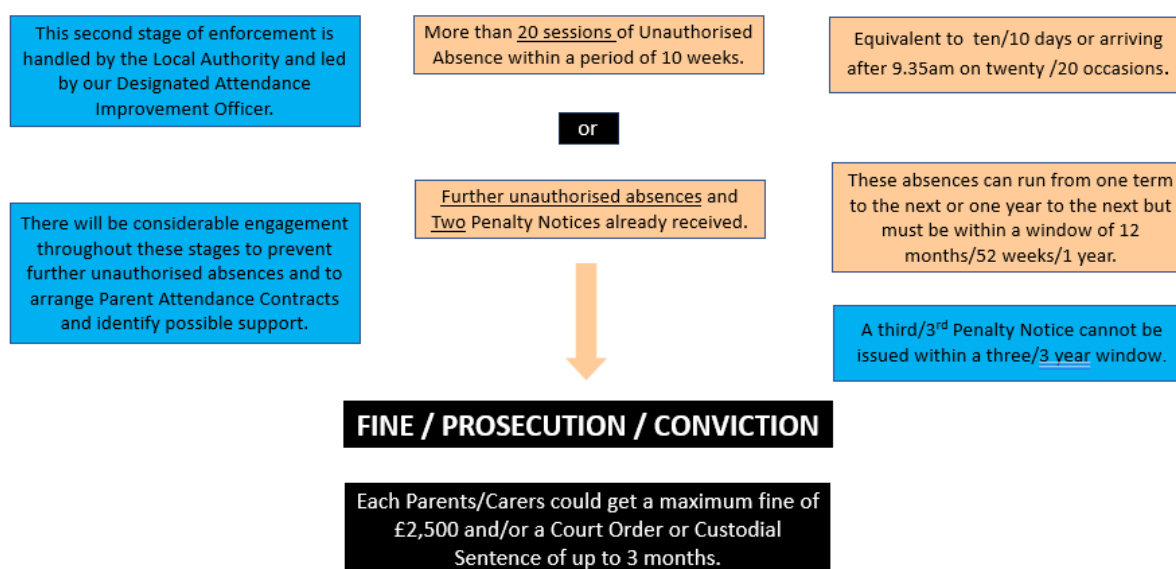
5.3 Legal Sanctions and Prosecution

Where Penalty Notices have failed to bring about an improvement in attendance, the Local Authority will be notified and legal action in the Magistrates' Court may be taken. BBEC will be required to provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness, if required, by the court.

This is to ensure that parents realise their own responsibilities in ensuring attendance at the BBEC and most importantly about returning children to education. Section 444 of the Education Act 1996 states that, if a parent fails to ensure the regular attendance of their child and if he/she is a registered student at a School and is of compulsory School age, they are guilty of an offence.

A parent found guilty of this offence can be fined up to £2,500 and/or be imprisoned for a period of three months. Alternatives to Section 444 prosecution are Penalty Notices or an Education Supervision Order

This is a summary of the procedures:



As outlined about this process is led externally by the Local Authority and as with Penalty Notices, any fines are collected by the Local Authority and does not pass back to any schools.

Both parents of a student with continuous unauthorised absences in more than 4 school weeks could potentially receive two Penalty Notice fines and then move into this Prosecution process.

It is therefore essential that unauthorised absences, for examples unauthorised Holidays, are avoided and where necessary ensure excellent communication with our school and keeping our attendance staff informed of any issues affecting attendance.

Section 6

Key links

Working together to improve school attendance:

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Resources for parents provided by the DfE:

<https://www.childrenscommissioner.gov.uk/back-into-school/resources-for-families/>

Key Documents