AUTHENTIC EDUCATION

Iford Academy

# Attendance Policy

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# 1. Introduction

1.1. Statement of intent

1.1.1. Ilford Academy believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

1.1.2. We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

1.1.3. We take a whole-school approach to securing good attendance, and recognise the impact that our efforts in other areas – such as curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

1.1.4. We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

1.1.5. The academy's attendance admin is Julia Thompson, and can be contacted via 01202 424361 or SMS: 07562295604

1.1.6. email: ifordattendance@ta.weareauthentic.education

1.1.7. Staff, parents and pupils will be expected to contact the attendance officer for queries or concerns about attendance.

1.2. Audience

This policy is intended for use by all support, teaching staff and management of Authentic Education, all pupils and parents/carers.

1.3. Revision history

| Issue | Date | Author | Changes |
|---|---|---|---|
| V0.01 | 30/04/2025 | Kelsey Etheridge | Update to new template and change to aE. |
| V0.02 | 08/08/25 | Gemma Genco | Reviewed and KCSIE 2025 updates added. Inserted additional activities. |
| | | | |

## 2. Legal framework

2.1. This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- DfE (2022) 'Working together to improve school attendance'
- DfE (2016) 'Children missing education'
- DfE (2025) 'Keeping children safe in education (KCSIE) 2025'
- DfE (2023) 'Providing remote education'

2.2. This policy operated in conjunction with the following school policies:

- Complaints Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

## 3. Roles and responsibilities

3.1. The Trust Board has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the Trust.
- Promoting the importance of good attendance through the Trust's ethos and policies.
- Regularly review attendance data, discuss, and challenge trends, and help academy leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the Trust's Complaints Policy.
- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.

3.2. The Principal is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the academy.

- Appointing a member of the SLT to the attendance officer role.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

3.3. Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

3.4. The attendance officer is responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with pupils and parents with regard to attendance.
- Following up on incidents of persistent poor attendance.
- Informing the LA of any pupil being deleted from the admission and attendance registers.

3.5. Parents are responsible for:

- The attendance of their children at school.
- Promoting good attendance with their children.
- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.

3.6. Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.
- Being ready to learn when lessons start.

## 4. Policy introduction

4.1. Here at Iford Academy we believe it is of vital importance that our Pupils have good attendance at school. This is a successful Academy and all students play their part in making it so. We aim for an environment which enables and encourages all members of the community to be proud to belong and to achieve of their best. For our Pupils to gain the greatest benefit from their education it is vital that they attend regularly and should be at Iford Academy on time, every day the Academy is open unless the reason for the absence is unavoidable. It is very important therefore that you make sure that your child attends regularly, and this policy sets out how together we will achieve this.

4.2. Regular attendance at school is of critical importance to a child's education. Evidence tells us that the Pupils with the highest attainment at the end of key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. Any absence affects the pattern of a student's schooling and regular absence will seriously affect their learning. Any Pupils absence disrupts the learning of others in the same teaching groups by disrupting classroom routines. Ensuring your child's regular attendance at Iford Academy is your legal responsibility and permitting absence from Iford Academy without a good reason creates an offence in law and may result in prosecution.

4.3. Appendix B: Iford Academy attendance flowchart

## 5. Aims

5.1. An effective whole school culture of high attendance is underpinned by clear expectations, procedures, and responsibilities. To ensure all leaders, staff, pupils, and parents understand these expectations, and how they apply at Iford Academy this policy sets out:

- Section 1: the practical procedures to be followed at Iford Academy in relation to attendance.
- Section 2: the measures in place at Iford Academy to promote regular attendance by its registered pupils.
- Section 3: the responsibilities of particular members of staff in relation to attendance.
- Section 4: the action to be taken by staff if a registered pupil fails to attend school regularly.

# 6. Section 1: Practical procedures

6.1. This section sets out the practical procedures to be followed at Iford Academy in relation to attendance are as follows:

**We expect the following from all our pupils:**

- That they attend their school programme which can include virtual learning and other alternative means of delivering education.
- To be on time to start their educational programme and be prepared to start the day positively.
- That they will communicate with staff or their parent/carer if any issues arise that may be preventing them from attending school regularly.
- That they will not leave the school site throughout the course of the school day unless they have permission to do so.

**We expect the following from parents/carers:**

- That they do everything within their powers to ensure that their children attend their educational programme regularly, on time and are prepared to start the day positively.
- That they contact the school on the first day of their child being absent and communicate daily thereafter.
- That they inform a member of staff if any issues arise that may be preventing them from ensuring that their child attends school regularly.
- That they do not take their child on holiday during the school term unless there are exceptional circumstances.
- That they engage in the support offered by Iford and other appropriate agencies where attendance issues arise.

**Reporting absence and attendance support**

- If your child is unable to attend school due to illness or other exceptional circumstances, then **parents/carers must notify the Academy on the first day of absence before 9:00am** and speak to our attendance officer Julia Thompson on 01202 424361
- Please give sufficient detail in order that the exact type of absence can be recorded in the school register e.g., "illness" or "hospital appointment." If the absence lasts more than 1 day, **you must continue to report to school on a daily basis**.

- For wider support with attendance matters or overcoming barriers to attendance, please contact the school to speak directly with your child's teacher or a member of our Safeguarding Team:
- Designated Safeguarding Lead- Kathie Sweeney
- Family Liaison Officers and Deputy Designated Safeguarding Leads- Jill Bailey-Pearce & Sarah Prince
- Educational Social Worker- Shelley Balson.
- Behaviour and Attendance Manager – Gary Evans
- Attendance officer- Julia Thompson

- We are committed to working with parents/ carers to improve attendance.

**Pupils and their parents/carers can expect the following from Iford Academy and the Attendance and Safeguarding Team:**

- Accurate electronic recording of attendance using a common set of codes issued by the Department for Children, Schools and Families.
- First day calling and texts for all pupils who are absent and follow up calls as appropriate.
- Early identification and monitoring of irregular attendance through a weekly attendance meeting conducted by the Attendance and Safeguarding Team.
- Early intervention where irregular attendance is identified. This will involve:
- Letters being sent highlighting concerns regarding attendance.
- Contact (telephone/school meetings) with pupils and their parents/carers to identify and address needs and issues that may be impacting upon attendance.
- Planning meetings will take place and parenting contracts drawn up (where appropriate) should there be no improvement in the pupil's attendance following initial contact with the pupil and their parents/carers.
- Where appropriate, referrals for internal support (ELSA, pastoral) and to outside agencies will be initiated by Iford.
- Iford will liaise, share information and work closely with other agencies/professionals involved in supporting families, to ensure attendance improves.
- Where deemed appropriate the Fastrack to attendance process will be followed to reduce the timeframe of missed education.
- Where deemed appropriate, Iford Academy will request the Local Authority to initiate legal action. Penalty notices can be issued for non-attendance under the Anti-Social Behaviour Act 2003. Prosecutions for non-attendance can be carried out under S.444 Education Act 1996.

- Medical evidence will be requested where a pupil has a prolonged period of absence or frequent sporadic days of absence where parents/carers are citing the reason for absence as being illness. Absences will remain unauthorised until the school has been supplied with this. A referral to the school nurse will be made where appropriate and with parental consent.
- Personalised programmes will be regularly reviewed where there are attendance concerns to ensure that programmes are meeting the individual needs of pupils.
- The Attendance and Welfare Team will work with the wider Pastoral Support team within Iford Academy. Where links are identified between attendance and behaviour, bullying and/or Safeguarding, the relevant policy will be referred to and used as guidance for appropriate action.
- Where a student has not been seen in school for 10 days a welfare check will be carried out by the school. In the circumstance of safeguarding concerns this welfare check may be carried out sooner.
- Iford Academy will report on BCP's Schools Access module (SAM) system where pupils move out of area, are on a reduced timetable or have fixed term suspensions.

6.2. There are clear links from this policy to our safeguarding and child protection duties as set out in KCSIE 2025.

6.3. The Admissions Register (or "school roll")

6.3.1. As an academy, we are responsible for keeping the Admissions Register up to date. This contains specific personal details of every pupil along with the date of admission or readmission to the academy, information regarding parents and carers, and details of the last school attended.

6.3.2. We also hold emergency contact numbers for each pupil. It is our policy to hold more than one such numbers, so that we have options to make contact with a responsible adult should the need arise. (This is good practice)

6.3.3. A pupil's name can only be lawfully deleted from the admissions register in very limited circumstances. *Section 7 DfE Working Together to Improve School Attendance Guidance)*

6.4. The Attendance Register

6.4.1. The register will be taken at the start of each morning session of each school day and once during the afternoon session. On each occasion, the academy will record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.

6.4.2. These records will be kept electronically to ensure accuracy and the timely sharing and analysis of information – all of which is critical to ensure good attendance.

6.5. Punctuality and Regular Attendance

The academy day starts at The School day starts at 09:00am and finishes at 2:30pm Monday – Thursday, Friday 09:00am – 1:10pm.

6.6. Lateness

6.6.1. The Academy actively discourages lateness and are alert to patterns of late arrival. School will seek explanation of lateness from parents / carers. Where school are not satisfied with the reason for lateness (arriving after more than 30 minutes after the register has closed) an unauthorised absence may be issued and attendance procedures followed.

6.6.2. Registration closes at the end of the first lesson of the day at 10:20am.

6.7. Absence

Parents[1] must contact the academy when their child is absent to explain that absence. This can be done as follows by contacting the Academy on 01202 424361 giving the following details:

- Full name of pupil;
- Pupil's year group or form;
- Full name of person reporting absence and relation to child;
- Reason for absence.

Details can be found at: Tregonwell Academy - Attendance - Iford Academy

6.7.1. Where a reason for the absence is not received by 09:00am on the day of the absence, the academy will within 1 hour contact the parents on the same day to understand the reason for the absence.

Where further unexplained absences occur, the academy will make further contact with the parent (including foster parents and/or social workers where appropriate). This should be with the aim of understanding why the absence occurred, and when the pupil will return.

[1] Throughout this document, the terms 'parent' and 'parents' are interchangeable and apply equally to 'parents and carers' and includes foster parents and social workers where relevant.

6.7.2. The correct absence code will be inputted into the Attendance Register as soon as the reason is ascertained. (No later than 5 working days after the session)

6.7.3. Granting a leave of absence will only be made in exceptional circumstances. Each application will be considered individually considering the specific facts and circumstances and relevant background context behind the request and can only be authorised by the Principal.
The following are examples of what might be considered as 'exceptional':

- Immediate family weddings, christenings, funerals;
- Parent/carer returning home from Service Duty;
- End of life/terminal illness of immediate family member;
- Occasions of religious observance;
- A situation where a 'compassionate' element is applicable

If a leave of absence is granted it is for the Principal to determine the length of the time the pupil can be away from the academy. It is extremely unlikely that a leave of absence will be granted for the purposes of a family holiday. Requests should be made using the Request for Leave of Absence form (available from the academy website here: https://www.iford-academy.co.uk/document-zone/policies/

Any unauthorised holidays taken will be coded using the "G" code. This unauthorised absence will contribute to our graduated response to absence and the school may request that the Local Authority issues a Penalty Notice

# 7. Section 2: Promoting regular attendance

7.1. This section sets out the measures in place at Iford Academy to **promote** regular attendance by its registered pupils.)

- How the academy is **promoting** and **incentivising** good attendance.
- The academy's strategy for using **data** to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The academy's strategy for **reducing persistent and severe absence**, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority
- The point at which **Fixed Penalty Notices** for absence and other sanctions will be sought if support is not appropriate (e.g. for an unauthorised holiday in term time), not successful, or not engaged with.

7.2. Promoting and incentivising

7.2.1. The Academy will:

- treat all pupils 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. (
- hold regular meetings with the parents of pupils who the academy (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- identify children/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 pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.

7.3. Data strategy

7.3.1. The Academy understands that as poor attendance is habitual, prevention and early detection is crucial. The academy will receive a weekly data dashboard for attendance and we will use this to undertake regular data analysis to:

- both identify and provide immediate additional support to pupils/students and/or pupil/student cohorts that need it;
- look at historic and emerging patterns across the academy and develop strategies to address them.

7.3.2. The Academy will typically carry out the following analysis: This section should set out the key elements of your Data Strategy.

- 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 pupils are attending all timetables lessons;
- Half-termly, termly and full-year data analysis of patterns and trends, including analysis of pupil 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 Trust-level, local, regional and national data.

7.3.3. We will use this analysis to identify pupils who need support so that we can focus staff efforts on developing targeted actions for those pupils and to identify any

common themes to support improvement planning. We will use the data to inform us regarding the impact of academy-wide attendance efforts, including any specific strategies implemented, to evaluate approaches or inform action. We will also provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to academy leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

7.4. Absence reduction strategy

7.4.1. We will devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils/students in a year group with higher-than-average absence or for specific groups of pupils.

7.4.2. Support and communication

- Treat all pupils 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 link between attendance and attainment and wider wellbeing, and challenging parents views where they have misconceptions about what 'good' attendance looks like.
- Tutors/Pastoral team regularly inform parents about their child's attendance and absence levels and discuss the impact of time missed in school has on their learning and opportunities to be successful.
- Hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school to help inform a support plan.
- Identify pupils who need support both internally or from wider partners as quickly as possible and make the necessary referrals.
- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps by identifying possible reasons for absence and organising the relevant support through academic, social and emotional and identifying key adults for interventions.

7.4.3. Data and reports will be shared with the Local Governing Body.

7.4.4. As part of promoting regular attendance the academy will consider the issuing of Fixed Penalty Notices.

7.5. Pupils with medical conditions or special educational needs and disabilities

7.5.1. The Academy recognises that some pupils face greater barriers to attendance than their peers. These can include pupils 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 pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil.

7.5.2. That said, in working with their parents to improve attendance, we will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This will include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed.
- Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's/student's education, health and care plan is accessed. In addition, the academy will work with families to help support routines where academy transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day: SEND-Policy-2024_IA.pdf
- Establishing strategies for removing the in-school barriers pupils may face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensuring joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance, recognising that such arrangements can be for a limited time only.
- Ensuring data is regularly monitored for these groups including at Trust and Academy Local Academy Board meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

7.5.3. Pupils 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.

7.5.4. In all cases, the academy will be sensitive and avoid stigmatising pupils and parents; and talk to pupils and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

7.6. Part-time timetables

7.6.1. 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. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. Please note that under the Equalities Act 2010 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.

7.6.2. 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 pupil is expected to attend fulltime, either at school or alternative provision. Formal arrangements will also be put in place for regularly reviewing it (minimum fortnightly) 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 will treat such absence as authorised. We will of course consider how best to support learning when a child is working on a part time timetable.

# 8. Section 3: Particular responsibilities

8.1. This section outlines responsibilities of particular members of staff in relation to attendance.

- The name and contact details of the senior leader responsible for the strategic approach to attendance in school are Gary Evans – Behaviour and attendance lead garyevans@ta.weareauthentic.education
- Responsibility for identifying unexplained absences on "day 1" will fall to Julia Thompson Attendance Admin
- Responsibility for identifying further unexplained absences will fall to Family liaison officers and educational social worker
- Information and contact details of the academy staff who pupils/students and parents should contact about attendance on a day-to-day basis are the class tutor, Attendance admin

- More detailed support on attendance can be requested from Family Liaison officers, Educational Social worker, Pastoral team and small school leads.
- This section sets out the action to be taken by staff if a registered pupil fails to attend the academy regularly (see Appendix 1).

8.2. Where a pupil or family needs support with attendance, it is important that the best placed person in the academy works with and supports the family. Wherever possible, we will keep this person consistent.

8.3. Where a pattern of absence is at risk of becoming, or becomes, problematic the academy will draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing. In doing so, the academy 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.

8.4. In the first instance, the academy will support pupils and parents by working together to address any in-school barriers to attendance.

8.5. Where barriers are outside of the academy's control, we endeavour to work together with all partners to support pupils and parents to access any support they may need. As a minimum, this will include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school, agreeing actions or interventions to address them and keeping those actions under regular review in discussion with pupils and families. This may include referrals to services and organisations that can provide support. 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 pupil this may include provision of mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, 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 academy will hold more formal conversations with the parents (and student where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the academy's point of contact in the local authority School Attendance Support Team. The aim of these meetings will be to clearly explain the consequences of persistent and severe absence to the pupil 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 academy will work with the local authority 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 fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is unlikely to change the parents' behaviour and unauthorised holidays.
  - 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.

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

## 9. Section 5: Alternative Provision

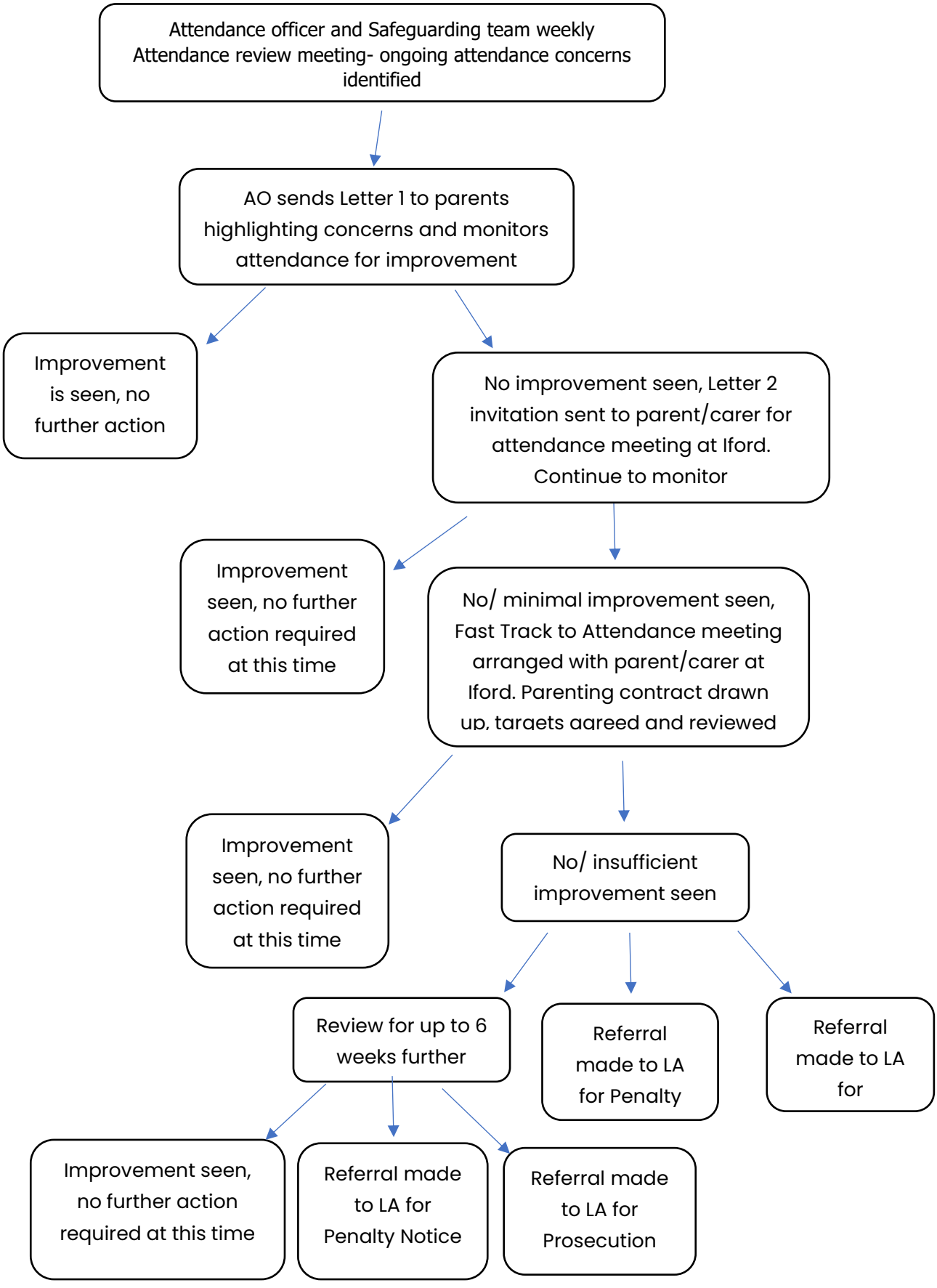
10.1 Where a child has been directed off-site to an alternative provision arrangement, the student/pupil should always be dual registered from the beginning of the first day on which the academy has directed the pupil to attend the provision.

10.2 For the purpose of the academy census a pupil/student should be dual main registered at their academy and dual subsidiary registered at the alternative provision.

10.2 The academy has a statutory duty to maintain accurate records of a pupil's/student's presence. The academy will request daily registers and to be informed no later than 30 minutes of a pupil/student failing to attend.

10.3 Should a pupil/student fail to attend their alternative provision the academy will action the normal attendance process as set out above.

## Appendix A: Summary of attendance process

| Stage | Reasons for concern | Actions |
|---|---|---|
| 1 | • Attendance concern - A pupil has been absent for numerous sessions which could mean 95% is not achieved during the academic year.<br>• Punctuality concern. | • Standard letter emailed to parents to state the punctuality or attendance concern. |
| 2 | • Attendance has not improved.<br>• Punctuality has not improved. | • Second letter emailed to parents regarding the concern.<br>• Parents invited to an Academy Attendance Panel meeting to discuss concerns with a member of staff and agree an attendance contract. |
| 3 | • No improvement. | • Serious concern letter advising of referral to LA Attendance Team. Involvement of Local Authority attendance team. |
| 4 | • No improvement | • Local Authority attendance team could:<br>- Issue a Penalty Notice to each parent in respect of each child<br>- Summons each parent to attend the Magistrates Court (a finding of guilty will result in a criminal conviction) in respect of each child.<br>- Apply for an Education Supervision Order |

## Appendix B: Iford Academy Attendance Procedure Flowchart