



New Mills School

ATTENDANCE POLICY

Revision	Authorised by	Date	Adopted by	Date
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Final		April 2017	FGB Min No. 15a	06/04/17
Final	I Withers	September 2019	FGB Min No 16	17/10/2019
Review	Emma Adrio	July 2023	FGB Min No. 13	13/07/23
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Revision	Date	Description of Changes
Final	April 2017	New Issue
Definitions	September 2019	FSW 7 DCC added
Medical Absence	September 2019	3 Day authorisation information included. Medical evidence after 3 days required
Punctuality	September 2019	New system for logging punctuality to school included
Attendance Procedures	September 2019	Minor rewording of Stage 4
Monitoring & Evaluation	September 2019	Reworded to include school family support worker involvement
Appendix 1	September 2019	Protocols amended to reflect latest DCC procedures
Appendix 2	September 2019	Registration codes included so that parents/EWS can cross reference the attendance certificates
Review	July 2023	Brand new policy designed to reflect DfE guidance on working together to improve school attendance
Review	September 2023	Contacts updated

Signed:
Chair of Governors

P Inman

Date: 23/10/2024

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1 Key School Contacts

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Assistant Headteacher Behaviour and Attitudes	Name: Mr A Hill Contact: ahill@newmillsschool.co.uk
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Year 11 Year Manager	Name: Ms N Quigley Contact: nquigley@newmillsschool.co.uk
Attendance Officer	Name: Mrs S Hyde Contact: shyde@newmillsschool.co.uk
School Office/Admissions/Absence Line	Name: Mrs J Donnelly Contact: studentabsence@newmillsschool.co.uk

2 Introduction

- 2.1 New Mills School Attendance Policy details what we expect from our school to ensure we are doing all we can to support every child. Our school expects every child to have high attendance and, therefore, improved chances of achieving their full potential, succeeding at school, and improving life chances.
- 2.2 New Mills School expects high levels of attendance from all pupils. Good attendance is essential for all pupils to get the most out of their school experience, including their attainment, well-being, and wider life chances.

3 Background

- 3.1 The law gives the right for every child of compulsory school age to a full-time education suitable to their age, aptitude, and any special educational need they may have.
- 3.2 Where parents/carers have decided to have their child registered at school, they have a legal responsibility to ensure their child attends that school regularly. This means their child must attend school every day the school is open, except for a small number of circumstances

where the child is too ill to attend, or they have been given permission for an absence in advance from the school.

- 3.3 Effective schools consistently promote the benefits of good attendance, they set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, methodically analyse their data to identify patterns to target their intervention, and work effectively with the local authority and other local partners to overcome barriers to attendance.
- 3.4 The relationship between good attendance and high-quality education is recognised and this forms the foundation to good attendance, delivered in a calm, safe and supportive environment in which all pupils feel safe, want to attend, learn, make progress, and thrive.
- 3.5 We recognise that some pupils find it harder than others to attend school. Therefore, schools need to work in partnership with pupils, parents, and relevant external support agencies to remove any barriers to good attendance through building strong relationships and working collaboratively to ensure the support is in place to secure good attendance to school. Consequently, achieving good attendance cannot be approached in isolation. Effective practices for improvement will involve a combination of academic and pastoral interventions along with behaviour support and procedures for more vulnerable children with special educational needs or mental health and wellbeing needs.
- 3.6 New Mills School are expected to use a range of effective resources, including Pupil Premium funding to support children at risk of, or with, attendance concerns.
- 3.7 Attendance is a key priority for New Mills School and the governing body. The governors and senior leadership team monitors attendance and the application of this policy. All staff involved in attendance are expected to have a strong knowledge of good practice in this area and the relevant national and local processes that support this.

4 Scope and application

- 4.1 This policy is designed to address the specific statutory obligations on the school to record attendance and absence.

5 Legislation and guidance

- 5.1 This policy meets the requirements of the working together to improve school attendance guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance. This policy has been prepared to meet the school's responsibilities under:
 - 5.1.1 (WTISA) Working together to improve school attendance (DfE, August 2024).
 - 5.1.2 Education (Independent School Standards) Regulations 2014.
 - 5.1.3 Statutory framework for the Early Years Foundation Stage (DfE, March 2021).
 - 5.1.4 Education and Skills Act 2008.
 - 5.1.5 Children Act 1989.
 - 5.1.6 Childcare Act 2006.
 - 5.1.7 Education (Pupil Registration Regulations) 2006.
 - 5.1.8 Equality Act 2010; and
 - 5.1.9 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**)
- 5.2 This policy has regard to the following guidance and advice:

- 5.2.1 Summary table of responsibilities for school attendance (via WTISA above) (DfE, September 2022).
- 5.2.2 Keeping children safe in education^[1] (DfE, September 2024).
- 5.2.3 School behaviour and attendance: parental responsibility measures (DfE, May 2020).
- 5.2.4 Children missing education (DfE, September 2016).
- 5.2.5 Supporting pupils with medical conditions at school (DfE, August 2017).
- 5.2.6 Behaviour in schools: advice for headteachers and school staff (DfE, September 2022).
- 5.2.7 Remote education guidance (DfE, October 2022).
- 5.2.8 School suspensions and permanent exclusions (DfE, September 2022); and
- 5.2.9 SEND Code of practice: 0 to 25 years (DfE and Department of Health, May 2015).

^[1] Keeping Children Safe in Education

- 5.3 The following School policies, procedures and resource materials are relevant to this policy:
 - 5.3.1 Child Protection and Safeguarding Policy
 - 5.3.2 SEND Policy
 - 5.3.3 Schools are also advised to be familiar with the useful DfE guidance in Improving school attendance: support for schools and local authorities.
 - 5.3.4 All work on attendance must also take place in the context of our approaches to safeguarding, behaviour, alternative provision, and elective home education.

Publication and availability

- 6.1.1 This policy is published on the school website.
- 6.1.2 This policy is available in hard copy on request.
- 6.1.3 A copy of the policy is available for inspection from the school office during the school day.
- 6.1.4 This policy can be made available in large print or other accessible formats if required.

6 Definitions and interpretation

- 7.1.1 Where the following words or phrases are used in this policy:
- 7.1.2 references to **attendance** include references to punctuality and to attendance for all or part of the timetabled school day.
- 7.1.3 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g., foster carer / legal guardian).
- 7.1.4 **SLT Attendance Lead** means the school's designated senior lead for attendance.
- 7.1.5 References to **compulsory school age** refer to when a child is required to attend school. This is on or after their fifth birthday. If they turn 5 between 1 January and 31 March, then they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31 August, then they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they

are of compulsory school age on 31 December. A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

7.1.6 References to **persistent absence (PA)** means when a child has an absence rate of 10% or more (i.e., attends for less than 90% of the time) and will be defined as a persistent absentee.

7.1.7 References to **severe absence (SA)** means when a child has an absence rate of 50% or more (i.e., attends for less than 50% of the time) and will be defined as a severe absentee.

7 New Mills School expectations

In line with DfE expectations, to manage and improve attendance effectively, New Mills School is expected to:

- 8.1 Develop and maintain a whole school culture that promotes the benefits of high attendance – *Attendance is everyone's responsibility.*
- 8.2 Have a clear school attendance policy which all staff, pupils and parents understand.
- 8.3 Accurately complete attendance registers and have effective day to day processes in place to follow-up absence straight away.
- 8.4 Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and rapidly put effective strategies in place to prevent further absences and secure good attendance.
- 8.5 Build strong relationships with families, listen to, and understand barriers to attendance and work with families to remove them.
- 8.6 Share information and work collaboratively with relevant local partners, and particularly local authorities, when absence is at risk of becoming persistent or severe.

The DfE use a helpful chart to describe the key stages in any attendance strategy:

Expect

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

Monitor

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

Listen and understand

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

Facilitate support

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

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 pupil's right to an education.

8 The importance of good attendance

- 9.1 Our school recognise the importance of developing good patterns of attendance from the outset. This is an integral part of the school's ethos and culture. In building a culture of good school attendance it recognises:
- 8.1.1 the importance of good attendance as a learned behaviour, alongside good behaviour, as a central part of the school's vision, values, ethos, and day to day life.
 - 8.1.2 the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions and / or disabilities, safeguarding wellbeing, and support for disadvantaged pupils.
 - 8.1.3 the importance of setting high expectations for the attendance and punctuality of all pupils and communicating these regularly and effectively to pupils and parents.
 - 8.1.4 that attendance is never "solved" and is a continuous process requiring continual monitoring and tracking of data and updating of messages, processes, and strategies as appropriate to secure good attendance.

- 8.1.5 children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse, and child sexual and criminal exploitation.

9 Registers

- 10.1 In line with DfE requirements, school leaders must ensure the register is taken at the start of each morning session of each school day and once during each afternoon session. On each occasion there must be a record of whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstance.

- 10.1.1 School leaders in New Mills School are expected to ensure that:

- a) registers are kept up to date
- b) register closing times are specified and adhered to
- c) registers are accurately completed using attendance and absence codes as defined by the DfE statutory guidance Working Together to Improve School Attendance (August 2024)
- d) there are effective day to day processes in place to follow-up absence quickly

10 Monitoring and improving the attendance of children with a social worker.

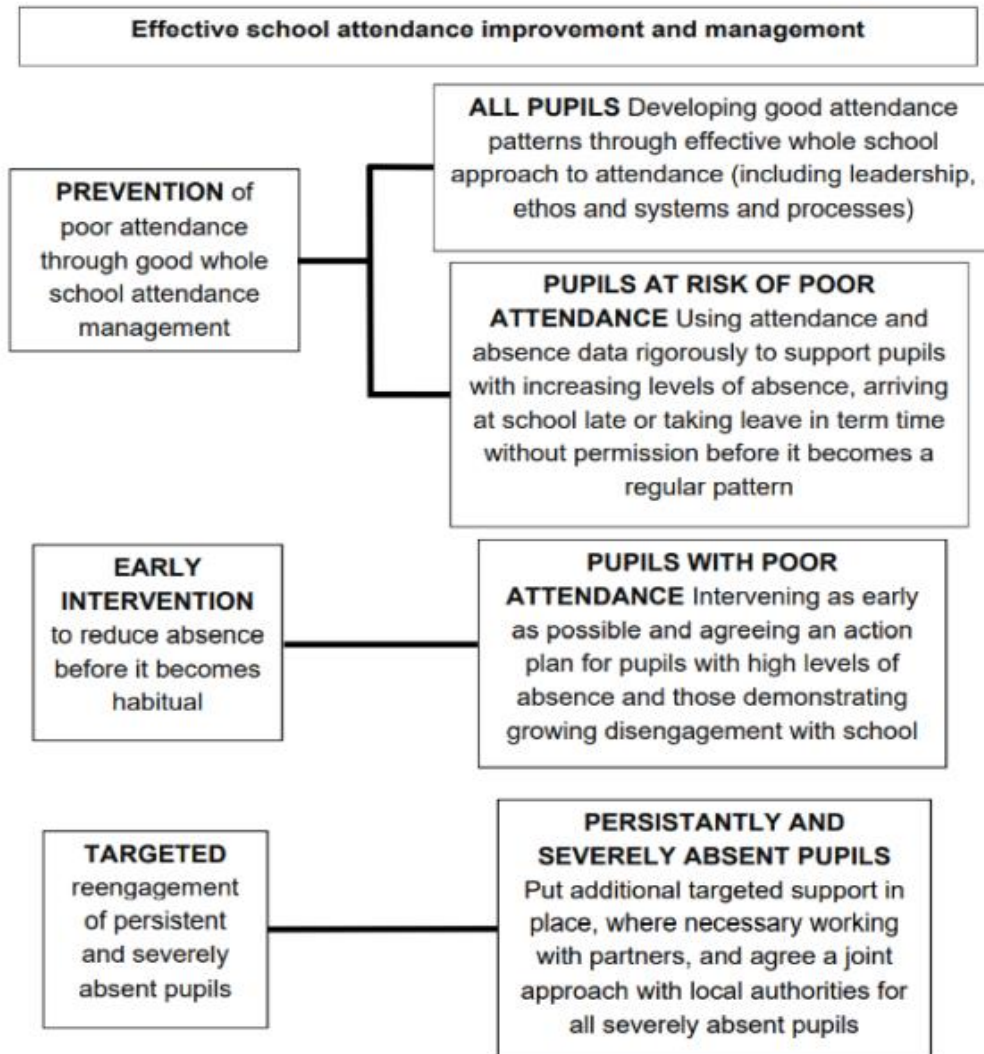
- 11.1 In addition to the benefits for all pupils, good attendance at school also provides an additional safeguard for vulnerable pupils. Historically, the national absence rates for children who have ever needed a social worker are particularly of concern.
- 11.2` New Mills School is expected to work in partnership with Local Authority Virtual School Headteachers and are expected to inform a child's social worker if there are unexplained or unexpected absences from school.

11 Persistent and severe absence

- 12.1.1 The most important element to attendance work are the everyday strategies to develop a culture of high expectations of attendance and punctuality and the work with families to prevent absence becoming a concern.
- 12.1.2 New Mills School is expected to have bespoke strategies to improve the attendance of pupils at risk of 'Persistent' or 'Severe' absence:
- a) 'Persistence Absence' is where absence escalates, and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year). When a pupil's attendance falls to 90%, they are deemed to be a persistent absentee.
 - b) 'Severe Absence' is when pupil is absent from school more than they are present (those missing 50% or more of school). These pupils are likely to be finding it difficult to be in school or face significant barriers to their regular attendance and therefore are likely to need more intensive support across a range of partners.
 - c) These categories of absence will be particularly monitored and analysed at a school and governor level. New Mills School is expected to provide

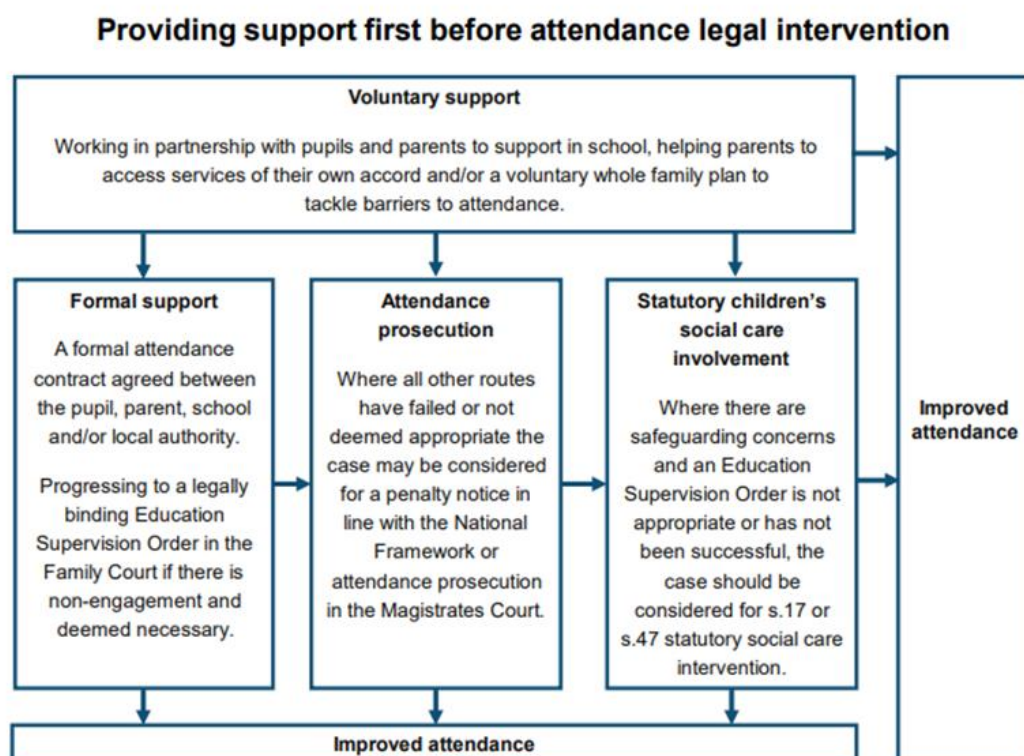
information to local partners about these cohorts so that pupils who need targeted attendance support receive it as quickly as possible.

The DfE use a helpful diagram to describe the stages of an effective school improvement and management process:



12 Legal intervention

13.1 Where all voluntary support options are unsuccessful or are not appropriate (e.g. an unauthorised holiday in term time) the relevant Local Authority will take forward legal intervention to formalise support and/or enforce attendance as below:



13.2 Whilst it is the local authority's responsibility to take forward Parenting Contracts, Supervision Orders or Prosecutions, academies must work closely with the local authority's School Attendance Support Team to provide appropriate information. School leaders are also expected to be familiar with their local authority arrangements so that they can be clear with families, where appropriate, about the process so that this route is avoided wherever possible.

13 Responsibility statement

- 14.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 14.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
- 14.1.1 eliminate discrimination and other conduct that is prohibited by the Act.
 - 14.1.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

- 14.1.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 14.1.4 The Proprietor recognises that improving attendance is a school leadership issue and has appointed a designated senior leader to have overall responsibility for championing and improving attendance in school.
- 14.1.5 The school is responsible for implementing this policy in full.
- 14.1.6 The school is responsible for ensuring full adherence to the New Mills School Safeguarding Attendance Process.

14 Governor responsibilities

- 15.1 The governing body will:
 - 15.1.1 Promote the importance of school attendance in the school.
 - 15.1.2 Ensure a senior member of staff of the school's leadership team as SLT Attendance Lead to have overall responsibility for championing and improving attendance in school.
 - 15.1.3 Ensure that support for attendance, and improving attendance, is appropriately resourced, including, where applicable, through the effective use of pupil premium funding.
 - 15.1.4 Ensure that the school's leadership team:
 - (a) Fulfil their statutory duties in respect of school attendance including support and challenge around the trends or areas identified as needing to improve.
 - (b) Receive regular adequate training to discharge their duties in respect of school attendance.
 - 15.1.5 Regularly review the data and reports provided by the school to identify patterns in attendance and common issues and barriers to pupils attending school using appropriate comparators including data from local authority area, region and nationally.
 - 15.1.6 Monitor the impact of school-wide attendance efforts, including any specific strategies implemented.

15 Staff responsibilities

- 16.1 **The SLT Attendance Lead:** The appointed senior member of staff of the school's leadership team will have overall responsibility for championing and improving attendance in school. Details of the individual appointed are at the front of this policy and are widely publicised within the school.
 - 16.1.1 The SLT Attendance Lead's responsibilities are:
 - (a) To lead on and embed a whole school culture that promotes the benefits of high attendance.
 - (b) to formulate a clear vision for attendance and drive improvement.
 - (c) to evaluate and monitor expectations and processes.

- (d) to have oversight of and regularly analyse attendance data to identify trends/patterns and ensure rapid and robust intervention is in place to secure good attendance.
- (e) to communicate clear messages on the importance of attendance to staff, pupils, and parents/carers.
- (f) to ensure whole school attendance is a standing agenda item in weekly SLT meetings.
- (g) to complete Appendix 1 of the Attendance Strategy Framework and discuss regularly within SLT meetings.

16.2 Staff with specific responsibilities for attendance: The staff identified in 0 of this policy have day to day responsibility for monitoring and promoting good attendance and punctuality.

16.2.1 They should:

- (a) follow the school's attendance policy and re-enforce expectations through interaction and communication with pupil and families.
- (b) have a formal routine for registers being taken accurately each morning and afternoon.
- (c) ensure all registers are completed accurately and on time every lesson, every day.
- (d) seek explanations of absences required from pupils, parent/carers and provide support, advice and guidance where required.
- (e) make enquiries about unexplained absences, including those within the school day, and follow up with pupils and parent/carers to ensure that an explanation has been formally given to the school.
- (f) look out for trends or patterns in a pupil's attendance and inform the SLT Attendance Lead of any specific concerns.
- (g) inform the SLT Attendance Lead of any known future absences for pupils.
- (h) deal with lateness to lessons consistently and promptly through robust tracking of registers and inform SLT Attendance lead of any specific concerns.
- (i) discuss non-attendance and / or lateness with pupils and parents (where possible) and emphasise the importance of punctuality.
- (j) consistently and robustly apply the schools 'graduated response to attendance' (see Appendix 1) robustly.

16.3 All staff

- 16.3.1 The school ensures that all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and parents about it.
- 16.3.2 The school provides appropriate training and professional development for staff consistent with their roles and responsibilities.

16 School arrangements

- 17.1 The school will accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence. Contact details of relevant staff can be found at the front of the policy and other details about the school's arrangements can be found in appendices 1-3.

17 Monitoring attendance

- 18.1 The school will undertake regular data analysis to identify and provide additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them. In order to achieve this, it will:
 - 18.1.1 monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families.
 - 18.1.2 use this analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and leaders (including the special educational needs coordinator and designated safeguarding lead).
 - 18.1.3 conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends.
 - 18.1.4 effectively communicate attendance concerns with pupils, parents and carers and work with them to remove any barriers.
 - 18.1.5 benchmark attendance data at whole school, year group and cohort level to identify areas of focus for improvement.
 - 18.1.6 devise specific strategies to address areas of poor attendance identified through data taking into account any reasonable adjustments that may be required to support students with special educational needs or mental health or well-being concerns.
 - 18.1.7 monitor the impact of school-wide attendance efforts, including any specific strategies implemented; and
 - 18.1.8 provide data and reports to the governing body to support its work.

18 Pupil responsibilities

- 19.1 School attendance is important to pupil attainment, wellbeing, and development. The school therefore has high expectations of pupils as to their attendance and has systems in place to reward good attendance and manage poor attendance.
- 19.2 Pupils should be aware that:
 - 19.2.1 they are expected to attend school, on time each school day.

- 19.2.2 they are expected to attend all timetabled lessons on time.
- 19.2.3 they should not leave a lesson or the school site without permission.
- 19.2.4 they should engage with the school's arrangements for recording and managing attendance as set out in this policy.
- 19.2.5 any unexplained absence will be followed up.
- 19.2.6 persistent or severe lateness or non-attendance will result in action being taken by the school. This may take the form of:
 - (a) offers of support to seek to identify and address any barriers to attendance.
 - (b) communication with parents/carers.
 - (c) reporting to other agencies such as children's social care.
 - (d) Escalation of cases to the local authority which may lead to formal support or attendance prosecution.
- 19.2.7 If pupils are having difficulties that might discourage or prevent them from attending school or specific lessons regularly, they should speak to the school via their class teacher/tutor, or pastoral/safeguarding team. Pupils are entitled to expect this information to be managed sensitively.

19 Additional needs

- 20.1 The school recognises some pupils may find it harder than others to attend school and will work with those pupils and parents/carers to try to remove barriers to attendance by building strong and trusting relationships and work together to put the right support in place.
- 20.2 The school will make reasonable adjustments where a pupil has a disability that affects their ability to attend school regularly. These may include considering support or reasonable adjustments for transport, routines, access to support in school and lunchtime arrangements, and / or time limited phased returns.
- 20.3 It will also work with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities and medical conditions as appropriate e.g., ensuring the provision outlined in a pupil's education, health and care plan is accessed.
- 20.4 Where barriers are outside of the school's control, the school will work with parents, pupils, and external agencies / partners to identify alternative sources of support or consider, where appropriate, making a referral for early help.

20 Parent/carers responsibilities

- 21.1 The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. **It is the legal responsibility of every parent/carers to make sure their child receives that education.**
- 21.2 Where frequent sporadic illness occurs without sufficient justification in relation to health, the school will challenge the veracity of the illness and request that medical evidence be provided by the parent to authorise the absence (I code).

- 21.3 The school expects parents/carers to:
- 21.3.1 ensure their child attends school every day on time and remains in school for the duration of the school day.
 - 21.3.2 notify the school of any absence or delay as soon as reasonably possible in accordance with this policy and when doing so, give an accurate explanation for this.
 - 21.3.3 understand that any appointments where possible need to be made for out of school hours to avoid their child missing any learning. Orthodontic appointments, specialist medical appointments and hospital appointments we recognise cannot always be moved to out of school hours.
 - 21.2.4 notify the school of any planned absence in advance and understand that this would be for exceptional circumstances only. This is in line with the Department for Education guidance which states that holidays and other leave of absence should not be taken during term time unless there are exceptional circumstances. Exceptional circumstances are a matter of discretion of the Headteacher. All cases would be judged on a case-by-case basis.
 - 21.1.5 work with the school to explore barriers to attendance and to improve it where attendance has been raised as an issue.
- 21.2 Parents will be reminded of this policy at the start of each new school year and when any changes are made.

21 Training

- 22.1 Staff:** The School ensures that regular guidance and training on attendance is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. As a minimum this will include all staff understanding:
- 22.1.1 the law and requirements of schools including on the keeping of registers.
 - 22.1.2 the importance of good attendance and that absence is always a symptom of wider circumstances; and
 - 22.1.3 the school's strategies and procedures for tracking, following up and improving attendance.
- 22.2 Dedicated attendance training is provided to any member of staff with a specified attendance function in their role, including administrative, pastoral, or family support staff and senior leaders. This should include:
- 22.2.1 the law and requirements of schools including on the keeping of registers.
 - 22.2.2 the process for working with other partners to provide more intensive support to pupils who need it.
 - 22.2.3 the necessary skills to interpret and analyse attendance data; and
 - 22.2.4 any additional training that would be beneficial to support pupils and pupil cohorts to overcome commonly seen barriers to attendance.

- 22.3 The school will help parents/carers to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development and provide clarity on the short- and long-term consequences of poor attendance.
- 22.4 The school maintains written records of all staff training.

22 Information and sharing

- 22.1 Personal information on attendance will only be shared in line with legal obligations and having regard to Government guidance on attendance, safeguarding and children missing education.

23 Record keeping and confidentiality.

- 23.1 All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.
- 23.2 The information created in connection with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published privacy notices on its website which explains how the school will use personal data.

Appendix 1 School arrangements

Attendance monitoring

- The attendance team monitors students' attendance on a daily basis.
- If a student's absence shows patterns of absence which are unusual or includes unauthorised absences, we will contact the parents to discuss the reasons for this.
- The persistent absence threshold is 10%. If a student's individual overall absence rate is greater than or equal to 10%, the student will be classified as a persistent absentee.
- If strategies are insufficiently successful in improving attendance, a referral will be made to the Local Authority's Education Welfare Service and may result in the issue of a formal warning notice.
- Student-level absence data is collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. We compare our attendance data to the national average and local average. The schools track the attendance of individual students to identify whether or not there are particular groups of children whose absences may be a cause for concern. We use this information to identify any children who may be in need of intervention and support. Patterns of attendance and the impact of strategies to improve attendance are monitored internally by the Headteacher and Senior Leadership Team.

Recognising Good Attendance and Punctuality

At New Mills School we will use a range of measures to praise and reward students who meet their attendance and punctuality targets. This will often include achievement assemblies where students will receive recognition and reward for high levels of attendance and excellent punctuality and be entered into rewards. The details of which are listed below. We will also recognise students who make significant improvements to their attendance or punctuality.

Additional support and reasonable adjustments

New Mills School recognises that some young people face challenging barriers that might impact their ability to attend school regularly. We work closely with families and outside agencies to provide additional support to mitigate these barriers. This includes onsite provision to facilitate a transition to full time education.

New Mills Schools strategy for addressing Persistent and Severe Absenteeism

To prevent a child's attendance falling below 90% the school has a range of support strategies in order to re-engage our young people with their learning. This will include seeking student voice, working together with families to overcome barriers, and seeking support from wider services. If the school is unable to successfully engage with families and unexplained absence continues support will be formalised in conjunction with the Local Authority.

Legal Sanctions

New Mills School will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

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 academy has under the Equality Act 2010 make issuing a penalty notice inappropriate

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).

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.

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 local authority processes set out in the local code of conduct.

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

New Mills School Attendance target:

95%

AM registration = 8:35 – 9.00am (25 mins of Tutor time or assembly)

- Students are late (L code) from 8:35-9.35am.
- Students are late (U code) from 9.35am and this means the late mark is recorded as an absence.
- PM registration = begins at 12.20pm (30 mins of Lesson 4)

Absence reporting process

Absence Reporting Process

If your child is absent from school, please email studentabsence@newmillsschool.co.uk, stating your child's name, year group and reason for absence.

Daily Absence Process

- If a child fails to attend school and no reason has been given for absence, the attendance team will contact home to ascertain a reason why the child is not in school.
- Parents/carers are encouraged to bring their children into school if well enough.
- Parents/carers are required to contact school every single day their child is absent from school.
- If a child has had three consecutive absences parents are asked to make a GP appointment.
- Contact home will be carried out for all students who are absent from school for 3 days – this may be a call, video call or home visit
- Vulnerable students who are absent for 2 consecutive days will receive a home visit
- If school have received no contact from home or via home visits after 5 days, children will be reported to the Local Authority as a Child Missing in Education. (CME)
- Students are reported as CME so that they can be located and safeguarded.
- Phone calls and regular home visit will continue to be carried out while liaising with the Local Authority

Escalated Stage Process

Improving attendance at New Mills School is everyone's responsibility. Depending on the child's overall attendance percentage will depend on what level of support is given.

% Attendance	Impact on learning	Interventions
99%-100%	Children are accessing all learning opportunities	Inclusion in termly attendance incentives Attendance recognition certificates Improved attendance recognition
97%-98.9%	Some learning opportunities are being missed	Tutors to notify students when attendance falls below 98% and discuss reasons for unauthorised absence. Text message to be sent to parents with 2% unauthorised absence as per half termly triggers (see table below) A member of the pastoral team to complete an early help assessment of needs to identify causes of unauthorised absence for students for students with 4% unauthorised absence. Log on CPOMS
94-96.9%	Risk of underachievement	Letter 1 to be sent to parents of students with 5% unauthorised absence. Log on CPOMS. Year Managers/Head of Key Stage/SLT to develop an attendance support plan with student and parent and set targets for students with unauthorised absence of 5%. Log on CPOMS.
91-93.9%	High risk of underachievement	Letter 2 to be sent to parents of students with 8% unauthorised absence. Attendance team weekly discussion Attendance officer develops an attendance improvement plan with student and parent for students with unauthorised absence of 8% or more. Targeted Support meeting with the Local Authority Education Welfare Service (if your LA offers this) Referral to Education Welfare Service in targeted support meetings.
Under 90.9%	Severe risk of underachievement	Letter 3 -PA Letter to be sent to parents/carers of students with more than 10% unauthorised absence. Log on CPOMS Cases monitored by the Attendance Officer or Education Welfare Officer . Formal warning notices issued.

Unauthorised absence thresholds for 2024-25

	Days missed at 98%	Days missed at 95%	Days missed at 93%	Days missed at 90%
Half term 1	1 days	2 days	3 days	4 days
Half term 2	1.5 days	3.5 days	5.5 days	7.5 days
Half term 3	2 days	5 days	7.5 days	10.5 days
Half term 4	2.5 days	6 days	9 days	13 days
Half term 5	3 days	7.5 days	11 days	16 days
Half term 6	4 days	9.5 days	13.5 days	23.5 days

A variety of support and interventions will be offered at each stage. Examples of these are:

- Phone call home to parents/carers
- Parental meetings in school
- Mentoring support for students
- Attendance report cards, monitored by SLT
- Referral to school nurse
- Referrals to Children's Social Care
- Penalty Notices or prosecutions for severe cases of poor attendance

Punctuality Process

Students who arrive late to school, between 8.35 and 9.00am three times will receive a 30 minute detention.

Students who arrive after 9.00am will receive a 30 minute same day detention. Parents/carers of students who are late on several occasions will be invited into school to discuss reasons for lateness, and support will be offered.

Attendance Rewards

Students will be rewarded for good attendance and punctuality by the following ways:

- Certificates and rewards in assembly
- Front of queue dinner pass opportunities
- Attendance prize draws – with a chance to win an amazon gift voucher
- Invitation to attend an end of year attendance rewards trip

Absence Request Process (including medical/holiday/religious observance)

Medical evidence (copy of appointment card, letter or a copy of text message/email reminder) is required to be handed to school for all medical appointments during the school day. Parents / carers are required to make medical appointments outside of school hours, where possible. Children will only be marked M if medical evidence has been received. Children who fail to present medical evidence will be marked as an unauthorised absence.

Holiday

Holidays are not permitted during term time. However, parents are asked to write to the Headteacher requesting to take their child out for a holiday during term time. Only in the most exceptional circumstance will the decision be made not to take any further action. If your child is absent for 10 sessions (5 days) a penalty notice will be issued.

Religious Observation

School will treat absence as authorised when it is due to religious observance. The day must be exclusively set apart for religious observance by the religious body to which the parents belong. Parents / carers are required to contact school if absence is required for religious observance so the appropriate attendance code can be marked against the child's register.

Attendance Tracking

Attendance tracking occurs on a daily basis. Where patterns of poor attendance is evident, the school will discuss the issue with pupils', parents and carers at the earliest opportunity, to try and prevent any further deterioration. Attendance data is shared with the Senior Leadership Team on a weekly basis, to ensure the highest standards and expectations around attendance are met.

Issuing Penalty Notices

When a child reaches 8 unauthorised absences a penalty notice warning letter is sent home. Once a child reaches 10 sessions of unauthorised absence the penalty notice is submitted to the Local Authority to commence legal action. Penalty notices will also be issued to parents whose children exceed 10 sessions of illness without providing medical evidence

Appendix 2 Attendance Early Help Assessment of Need

Attendance Early Help Assessment of Need

To be completed by a member of the attendance team they can be complete using this template OR can be in the form of a conversation that is logged on CPOMs

Pupil Details	
Name	
Year/Tutor Group/ Tutor Name	
Reasons for Unauthorised Absence Identify absences (particularly unauthorised absence) on the attendance certificate. Discussion with student and/or parent to determine reasons for the absence.	
Barriers Identified Discussion with student/parent to identify any barriers they may have to prevent them attending.	
Interventions/Targets discussed. Attendance improvement target set Outline any interventions needed or put in place to prevent further absence.	

Appendix 3 Attendance Support Plan

Attendance Support Plan

To be completed by the Year Managers/Attendance team

Pupil Details	
Name	
Year/Tutor Group	
Home language	
Parent's names	
Student Care Team Lead	

Attendance	
Attendance data overview	

Attendance Meeting 1	Date	
Attendees		
Pupil's view		
Parents' view		
Discussion	• • • • • • • • • • •	

	• • •
Agreed Aims	
Commitments	Evaluation <i>(to be completed in review meeting)</i>
The pupil agrees to:	
The parent(s) / carer(s) agree to:	
The school agrees to:	
Signed(pupil)(parent/carers)(school)	

Review Meeting	Date	
Attendees		
Next steps		

Appendix 4 Attendance Improvement Plan

Attendance Improvement Plan

To be completed by Attendance Officer

Pupil Details	
Name	
Year/Tutor Group	
Home language	
Parent's names and contact details	
Attendance Officer	

Attendance	
Attendance data overview	

Attendance Meeting 1	Date	
Attendees		
Pupil's view		
Parents' view		
Discussion	• • • • • • • • • • •	

	•
Agreed Aims	
Commitments	Evaluation (to be completed in review meeting)
The pupil agrees to:	
The parent(s) /carer(s) agree to:	
The school agrees to:	
Signed	
.....(pupil)	
.....(parent/carers)	
.....(school)	

Review Meeting	Date	
Attendees		
Next steps		

Appendix 5 Admission register

1 Admission register

- 1.1 In accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended), the school will:
 - 1.1.1 maintain an admission register of pupils admitted to the school (also known as the school roll); and
 - 1.1.2 inform the local authority of any pupil who is going to be added to or deleted from the school's admission register at non-standard transition points.
- 1.2 The admissions register contains specific personal details of every pupil in the school, including their date of admission, information regarding parents and carers and details of the school they last attended.
- 1.3 The school will not 'off-roll' pupils, that is, it will not remove a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal would be primarily in the interests of the school rather than in the best interests of the pupil.
- 1.4 Where the School notifies the local authority that the pupil's name is to be deleted from the admission register, the school must provide it with the following information:
 - 1.4.1 the full name of the pupil.
 - 1.4.2 the full name and address of any parent with whom the pupil lives.
 - 1.4.3 at least one telephone number of any parent with whom the pupil lives.
 - 1.4.4 the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable.
 - 1.4.5 name of the pupil's other or future school and pupil's start date or expected start date there, if applicable.
 - 1.4.6 the ground (set out in regulation 9 (1) or (3) under which the pupil's name is to be deleted from the admission register.

Appendix 6 Attendance register

1 Attendance register

- 1.1 Attendance of compulsory school-aged pupils is recorded and monitored in accordance with the statutory requirements and the school has adopted the national codes system to enable it to monitor attendance and absence in a consistent way which complies with the regulations.
- 1.2 The attendance of non-compulsory school age will be recorded in the same way so that attendance can be monitored, unexplained absences are investigated, and the school can ensure their safety and welfare.
- 1.3 The school will also use these records to identify patterns of poor attendance (at individual and cohort level) and work with pupils and parents to resolve any issues before they become entrenched.
- 1.4 The school is required by law to take attendance registers twice daily - once at the start of the morning session and once during the afternoon session.
- 1.5 On each occasion it will be recorded whether every pupil is:
 - 1.5.1 present.
 - 1.5.2 absent.
 - 1.5.3 attending an approved educational activity.
 - 1.5.4 unable to attend school due to an exceptional circumstance.

2 Recording absence

- 2.1 Absence will be recorded as set out in 3 and 5 below using national absence codes correlating to:
 - 2.1.1 authorised absence.
 - 2.1.2 excluded (while still on the admission register).
 - 2.1.3 holiday authorised by the school.
 - 2.1.4 illness.
 - 2.1.5 medical or dental appointments.
 - 2.1.6 religious observance.
 - 2.1.7 study leave.
 - 2.1.8 Gypsy, Roma, and Traveller absence.

3 Authorised absence from school.

- 3.1 All applications for authorised absence from school should be made with reasonable notice and addressed to the Headteacher.
- 3.2 Only exceptional circumstances will warrant an authorised leave of absence. The school will consider each application for authorised absence individually taking into

account the specific facts and circumstances and the relevant background context behind the request.

- 3.3 If a leave of absence is granted, it is for the Headteacher to determine the length of time the pupil is authorised to be away from school.
- 3.4 Absence will usually be authorised for religious observance if the day concerned is exclusively set apart for religious observance by the religious body to which parents and pupils belong. Parents are expected to make a request for this type of leave of absence in advance.

4 Remote education

- 4.1 The school is required to record all absence from in-person lessons.
- 4.2 The school may, in limited circumstances, provide remote education to enable pupils, who are well enough to learn but unable to attend the school site, to keep pace with their education.
- 4.3 The school must ensure pupils accessing remote education are marked as absent on the register using the most appropriate absent code (para 311 in WTISA 2024). Separate records will be maintained to monitor a pupil's engagement with this activity and plans for their reintegration to class.

5 Unauthorised absence

- 5.1 The "unauthorised absence" code will be used when prior permission for absence has not been given and where the school is not satisfied with the explanation given for absence or delayed attendance meaning that the code for "unable to attend due to an exceptional circumstance" is not appropriate. Examples include:
 - 5.1.1 holiday has not been authorised by the school or is in excess of the period determined by the Headteacher.
 - 5.1.2 the reason for absence has not been provided.
 - 5.1.3 a pupil is absent from school without authorisation.
 - 5.1.4 a pupil has arrived in school after registration has closed and without reasonable explanation.
 - 5.1.5 frequent sporadic illness without sufficient justification in relation to health.