

KING'S PARK ACADEMY ATTENDANCE POLICY

SCOPE:	Trust Policy
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Outstanding Achievement for All

Statement of Intent

King's Park 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.

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.

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

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.

The Academy's Attendance Officer is Francesca Falco, and can be contacted via absence@kingspark-academy.co.uk. Staff, parents and pupils will be expected to contact the attendance officer for queries or concerns about attendance.

Legal Framework

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 (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2023) 'Providing remote education'

This policy operates in conjunction with the following school policies:

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

- Children with Health Needs who cannot Attend School Policy

Roles and Responsibilities

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.

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.

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.

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.

Parents are responsible for:

- 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.
- The attendance of their children at school.
- Promoting good attendance with their children.

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.

Introduction

Here at King's Park Academy we believe it is of vital importance that our students 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 their best. For our students to gain the greatest benefit from their education it is vital that they attend regularly and should be at King's Park 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.

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 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment¹. Any absence affects the pattern of a student's schooling and regular absence will seriously affect their learning. Any student's absence disrupts the learning of others in the same teaching groups by disrupting classroom routines. Ensuring your child's regular attendance at King's Park Academy is your legal responsibility and permitting absence from King's Park Academy without a good reason creates an offence in law and may result in prosecution.

Aims

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 King's Park Academy this policy sets out:

- Section 1: the practical procedures to be followed at King's Park Academy in relation to attendance
- Section 2: the measures in place at King's Park 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
- Section 5: the academy's strategy for addressing any specific concerns identified in relation to attendance

Section 1: Practical Procedures

This section sets out the practical procedures to be followed at King's Park Academy in relation to attendance are as follows:

- It is expected that pupils attend school Monday-Friday, 08:50 – 15:20. The gate opens at 08:30 to give pupils a twenty-minute window to come into school before it closes at 08:50. Class teachers then close their registers at 9:00 before our Attendance Officer then completes checks around absent pupils and the reasons why.
- If a pupil is unexpectedly absent from school, parents are requested to contact the school office on 01202 395138 and either speak to a member of staff or leave a

¹ [Working together to improve school attendance](#)

message or via email absence@kingspark-academy.co.uk informing us of; the pupil's name, class, your relationship to them and the reason for absence.

- If we have not been made aware the reason why a pupil is not in school, we will phone all of the contacts we have registered to check why the pupil is not in school. If there is no answer or we do not receive a phone call back within a reasonable time informing us why the child is not in school, we will then complete a home visit to check on the wellbeing of the pupil(s).
- On the third day of a pupil being absent, we will complete a safe and well visit to the family home. Occasionally, the home visit may be earlier than day three depending on the circumstances.
- If parents wish to request a leave of absence, they need to collect a request form from the school office and complete this, giving reasons why you wish the pupil(s) to be absent from school during specific dates. The Principal will then review this and you will be informed if your request is authorised or not, and if a Fixed Penalty Notice will be issued.
- If there are any questions surrounding attendance, parents are advised to contact the school Attendance Office, Francesca Falco, on 01202 305138 or absence@kingspark-academy.co.uk

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

The Admissions Register (or "school roll")

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 school, information regarding parents and carers, and details of the last school attended.
2. We also hold emergency contact numbers for each pupil. It is our policy to hold more than one such number, so that we have options to make contact with a responsible adult should the need arise.
3. A pupil's name can only be lawfully deleted from the admissions register in very limited circumstances.

The Attendance Register

4. 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 school will record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.
5. 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.

Punctuality and Regular Attendance

6. The School day starts at 08:50 and finishes at 15:20

Lateness

7. Pupils are expected to arrive to school on time to ensure that no learning time is lost due to lateness. The school gate closes at 08:50 and children arriving after this time will be recorded as late.

8. The registers close at 9:00 and any children arriving after this time are recorded as an unauthorised absence.

Absence

9. Parents must contact the academy when their child is absent to explain that absence. This can be done as follows; phoning the academy on 01202 395138 or emailing absence@kingspark-academy.co.uk 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.
10. Where a reason for the absence is not received by 09.00 on the day of the absence, the academy will within 2 hours contact the parents on the same day to understand the reason for the absence.
11. Where further unexplained absences occur, the school 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 has occurred, and **when** the pupil will return.
12. The correct absence code will be inputted into the Attendance Register as soon as the reason is ascertained.
13. 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. 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 school. It is extremely unlikely that a leave of absence will be granted for the purposes of a family holiday. To request a leave of absence please follow the appropriate procedure; obtain a request for leave of absence letter from the office, complete this with all relevant information and submit for the Principal to determine the outcome.

Section 2: Promoting Regular Attendance

This section sets out the measures in place at King's Park Academy to **promote** regular attendance by its registered pupils.

- King's Park Academy promotes and incentivises good attendance through a wide range of initiatives including; weekly attendance bear going to the class with the best attendance, attendance reward trips/events, weekly attendance golden envelopes, most improved prizes and termly 100% awards.
- King's Park Academy analyses data daily but in depth on a three-weekly basis, identifying the reasons for poor attendance, what support we can put in place for specific pupils/families and any trends that may impact attendance e.g. sickness in one particular year group. This data then informs us what our next action will be.
- Persistent and severe absence is tracked through our three-weekly, in depth, tracking cycle. Parents then receive a graduated response to challenging persistent and severe absence including; letters, family meetings where support is offered and parenting contracts. The academy will support families to access wider support through putting in referrals, directing families to the correct support and informing

appropriate support services. See table below for the steps taken and at which point a Fixed Penalty Notice will be applied for:

ATTENDANCE LEVEL	ACTION
96%+	Continue to encourage and support positive attendance
FAILURE TO IMPROVE ATTENDANCE	
Below 96%	Letter 1 Mentoring or support (where applicable)
FAILURE TO IMPROVE ATTENDANCE	
Below 96%	Phone call from Attendance Officer and meeting arranged (phone or face to face)
FAILURE TO IMPROVE ATTENDANCE	
Below 96%	<p>Fast Track to Attendance Procedure followed. This includes letter 2, request for medical evidence and parental contract meeting.</p> <p>Parenting contract to be reviewed at 6 and 12 weeks</p> <ol style="list-style-type: none"> 1) No improvement minimum 6 weeks – unsuccessful letter sent 2) Improvement max 12 weeks OR 3) Failure to attend Letter 2 or parenting contract after 2 attempts results in letter 3 with a 20 day warning period.
FAILURE TO IMPROVE ATTENDANCE	
Less than 10% unauthorised absence during Fast Track to Attendance Review period or 20 day warning period	Successful Fast Track to Attendance or 20 day warning period letter
More than 10% unauthorised absence during Fast Track to Attendance Review period or 20 day warning period	Penalty Notice or Prosecution paperwork submitted to BCP
Unauthorised holiday during term time	Letter sent stating holiday will be unauthorised and Penalty Notice paperwork submitted to BCP

Promoting and incentivising

14. The Academy will:

- a) 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.
- b) Regularly inform parents about their child's attendance and absence levels.
- c) 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.
- d) Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- e) Make the necessary statutory data returns to the local authority.
- f) Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps. This is managed in personalised approaches, depending on the needs of the pupils and will be discussed following a meeting between the parent(s)/carer(s) and a member of SLT prior to the pupil returning to school.

Data Strategy

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

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

16. The Academy will typically carry out the following analysis:

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

17. We will use this analysis to identify pupils who need support so that we can focus staff efforts on developing targeted actions for those students and to identify any common themes to support improvement planning. We will use the data to inform us regarding the impact of school-wide attendance efforts, including any specific strategies implemented, to evaluate approaches or inform action. We will also provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to school leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

Absence reduction strategy

18. We will devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher-than-average absence or for specific groups of students. This will always start with building strong relationships between the pupils and their parent(s)/carer(s) to identify any areas of concern that can be addressed swiftly and any further support measures the academy can implement.
19. Data and reports will be shared with the Local Governing Body.
20. As part of promoting regular attendance the school will consider the issuing of Fixed Penalty Notices (see paragraph 30).

Pupils with medical conditions or special educational needs and disabilities

21. 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.
22. 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:
 - a) 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.
 - b) 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.
 - c) 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 education, health and care plan is accessed. In addition, the school will work with families to help support routines where school 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. Please see the Academy's SEN policy for further details on SEN support.
 - d) 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.
 - e) 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.
 - f) Working with families to ensure any barriers around getting to and/or from school are removed to support the pupil with coming into school successfully.
 - g) Ensuring data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

23. 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. Please see the Academy's policy on supporting pupils with medical conditions at school for further information.
24. In all cases, the school 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.

Part-time timetables

25. 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 a part-time 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.
26. 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 monthly) 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 and will work alongside the pupils and their families to support them with this.

Section 3: Particular Responsibilities

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 Lauren Dean (Principal) kpa@kingspark-academy.org.uk
- Responsibility for identifying unexplained absences on "day 1" will fall to Francesca Falco (Attendance Officer)
- Responsibility for identifying further unexplained absences will fall to Sue Heathman (Inclusion Lead)
- Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis are Francesco Falco (Attendance Officer)
- More detailed support on attendance can be requested from Sue Heathman (Inclusion Lead) - kpa@kingspark-academy.org.uk

Section 4: Specific Action for Failure to Attend Regularly

This section sets out the action to be taken by staff if a registered pupil fails to attend the school regularly.

27. Where a pupil or family needs support with attendance, it is important that the best placed person in the school works with and supports the family. Wherever possible, we will keep this person consistent.
28. Where a pattern of absence is at risk of becoming, or becomes, problematic the school will draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing. In doing so, the school will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support.
29. In the first instance, the school will support pupils and parents by working together to address any in-school barriers to attendance.
30. 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. This may include referrals to services and organisations that can provide support such as Early Help, BCP Navigator or Parent Champion, Listening Ear and Food Banks. 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 school will hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the school'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 likely to change the parents' behaviour. Fixed Penalty Notices will be sought in cases where support is not appropriate e.g. holidays during term time. It is the role of the Local Authority to issue the Fixed Penalty Notices to the parent(s)/carer(s).
- 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.

31. 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 school will work together with all parties to identify the reasons why and either adjust or change the approach.

AAC Responsibilities:

32. The AAC recognises the importance of school attendance and will:
- promote it across the school's ethos and policies.
 - Ensure school leaders fulfil expectations and statutory duties.
 - Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
 - Ensure school staff receive adequate training on attendance.
33. The AAC will also ensure:
- that the attendance policy and its contents are generally made known within the school and to parents of registered pupils at the school, and
 - that steps are taken at least once in every school year to bring the attendance policy to the attention of all those parents and pupils and all persons who work at the school.