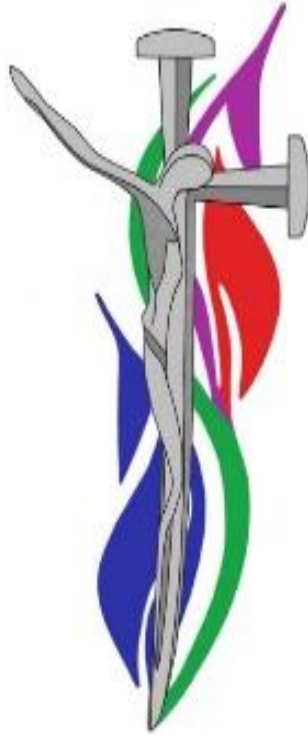




Achieving together in faith

Holy Cross Catholic Multi-Academy Company

School Attendance Policy 2024 – 2027

Responsible for Policy	Marina Kelly
Board Approval Date	10/07/2024
Posted on Website	18/07/2024
Date of Policy Review	September 2027

MAC Policy

This Policy is based on guidance produced by Coventry City Council for schools and academies.

This guidance has been written in accordance with the Department for Education's (DfE) Working Together to Improve School Attendance guidance (2024).

Document Control: Version History

Version	Status	Date	Author	Department	Summary of Changes
1.0	Draft	05/2021	J Parry	HCCMAC, Central Team	Creation of document from template
		14/12/2022	J. Parry	HCCMAC, Central Team	MAC Board Approval
		23/03/2023	J Parry	HCCMAC, Central Team	Policy reviewed
2.0	Draft	17.10.2023	J Parry	HCCMAC, Central Team	Policy revised based on LA model policy to comply with latest guidance.
2.0	Approved	25/10/2023		MAC Board	Policy Approved
2.1	Draft	09/07/2024	C Connoll	HCCMAC, Central Team	Policy revised based on CCC LA model policy to comply with latest guidance. Updates to sections 5.2, 6.1, 9.1, 10 and 12 Added appendix 6 National Framework Letter to Parents Update June 2024

Whole School Attendance Policy

Cardinal Newman Catholic School



**CARDINAL
NEWMAN**
CATHOLIC SCHOOL

Policy Consultation and Review

This policy is available on our school website and is available on request from the school office. All parents are informed about the policy when their children join the school and on a regular basis through the newsletter and letters home where relevant.

We recognise the expertise our staff build by managing school attendance daily and we therefore invite staff to contribute to and shape this policy and associated attendance and safeguarding arrangements.

This policy will be reviewed in full by Holy Cross Catholic Multi Academy Board on at least an annual basis.

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1. Introduction

Catholic schools aim to be places where love of one's neighbour is obvious at all times. As St. John reports, Christ said to His disciples at the Last Supper 'This is my commandment, that you love one another, as I have loved you'.

Catholic schools are staffed by teachers and support staff who are not only qualified and expert in their own field but who also, having freely chosen to work in a Catholic institution, commit themselves to care for and support each other in every way possible consistent with the teachings of Christ, Gospel values, Catholic doctrine, and the ethos of the school.

Holy Cross Catholic Multi Academy Company (MAC) recognises that attending school regularly can be a protective factor for children and young people and that there is a strong relationship between good school attendance and achieving positive outcomes. The MAC has adopted this policy in order to promote positive pupil attendance

All members of our school communities have a duty to ensure that Gospel values underpin the relationships within the school and should draw on the guidance offered in 'Christ at the Centre'. Whilst not definitive, the core values based on the Beatitudes may be summarised as follows:

- faithfulness and integrity;
- dignity and compassion;
- humility and gentleness;
- truth and justice;
- forgiveness and mercy;
- purity and holiness;
- tolerance and peace;
- service and sacrifice (Christ at the Centre' 2008 Fr Marcus Stock STL MA).

Holy Cross Catholic MAC acknowledges its obligation to promote a positive learning and working environment.

Holy Cross Catholic MAC is also aware of its duties under racial, disability and gender equality laws including the training of employees in their responsibilities.

Holy Cross Catholic MAC will ensure that prompt and appropriate action is taken to deal with any complaints which come under the scope of this Attendance Policy. Holy Cross Catholic MAC expects all those dealing with complaints to make objective decisions, without fear or favour.

This policy will be applied in accordance with statutory regulations for the governance of Holy Cross schools which may apply at any time in accordance with the procedures and delegations adopted by Holy Cross Catholic MAC under those regulations.

This policy is for use by Holy Cross Catholic MAC and some academies' governance terminology differs within Archdiocesan Multi Academy Companies. This policy uses the term Director to represent Trustees of the Company. The term Local Governing Body is used throughout.

2. Aims

At Holy Cross Catholic Multi Academy Company (MAC) we value the attendance of all pupils. There is a strong relationship between good school attendance and achieving positive outcomes for children. It is recognised that attending school regularly can be a protective factor for children and young people. It is important that as a school we offer a safe environment, positive relationships, high quality teaching and learning opportunities to develop social and emotional skills.

Ensuring that children attend school every day will help achieve this ambition by maximising their education and social achievements as well as developing self-discipline, organisation and preparedness for the work environment. Improving attendance and reducing absence, especially persistent absence is a priority for our school and Coventry City Council.

[Research](#) commissioned by the Department for Education shows missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties at the earliest opportunity.

Our attendance policy aims to give clear guidance to staff, parents, pupils, and governors to:

- Support pupil's achievement by establishing the highest possible levels of attendance and punctuality.
- Recognise the key role of all staff in promoting good attendance.
- Provide a clear framework for monitoring and responding to pupil absences.
- Make parents / carers aware of their legal responsibilities and ensure their children have access to the education to which they are entitled.

We recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, prevention of bullying, behaviour, and inclusive learning.

3. Legal Framework

Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive 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 to make sure their child receives that education either by attendance at school or by education otherwise than at school. A child is of compulsory school age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

The government expects all schools and local authorities to:

- Promote good attendance and reduce absence, including persistent absence.
- Ensure every pupil has access to full-time education to which they are entitled.
- and act early to address patterns of absence.

Parents are expected to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.

In accordance with the Education Act 1996, we will work with parents and carers and the Local Authority to ensure that parents are supported to secure education for children of compulsory school age. Where required, we will formalise support and where necessary, work with the LA to use legal measures.

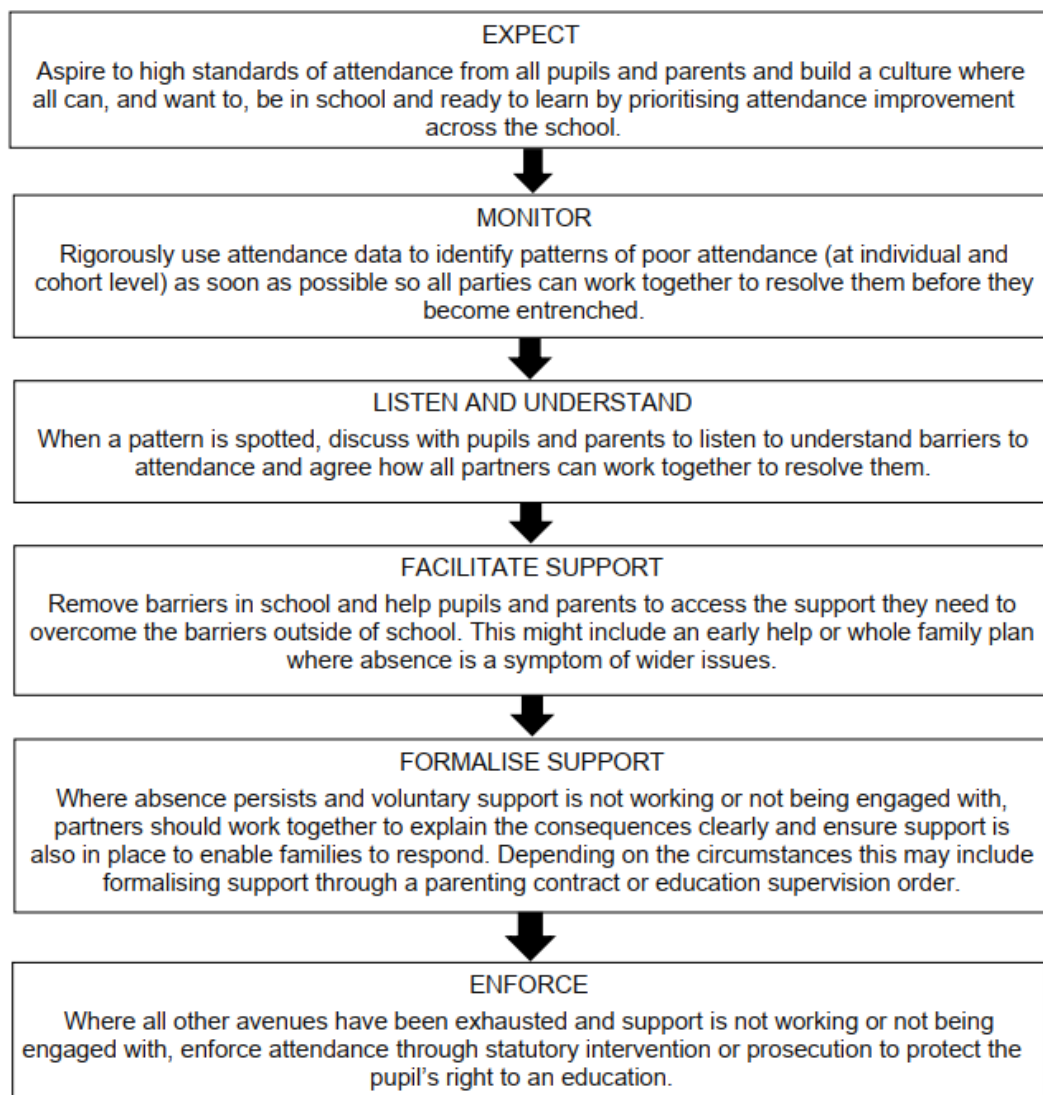
A "Parent" is defined as:

- Any natural parent, whether married or not
- Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act (1989) for a child or young person
- Any person who, although not a natural parent, has care of a child or young person.

4. Attendance Objectives

Holy Cross Catholic MAC's School Attendance Policy:

- Is easy to understand by pupils, parents and staff
- Is clear and consistently applied, transparent and fair
- Considers the individual needs of pupils and their families
- Is easy to find so that the whole school community is aware of our attendance expectations
- Includes the contact details of key staff to make it easy for parents to get in touch
- Is reviewed by staff regularly and involves pupils and parents because school attendance matters to everyone
- Is followed in accordance with the procedures in the flowchart below



5. Roles and Responsibilities (see also Appendix 4)

At Holy Cross Catholic MAC we believe that school attendance matters to everyone. School attendance is a shared responsibility by Directors, governors, all school staff, parents, pupils, and the wider school community.

Role	Name	Contact details
Senior Attendance Lead	Cheryl Chester	Cheryl.chester@hccmac.co.uk
Attendance Officer	Jane Connolly	Jane.connolly@hccmac.co.uk
Named Governor/Trustee for Attendance	Owen Healey & Emma Dean (standards)	

Parents/carers should contact the school office on the first day, before 8:00am, and any day hereinafter, that their child will be absent from school. Providing a valid reason for their child's absence. Parents should call **02476332382** and select **option 1** for reporting absence.

At Cardinal Newman Catholic School we pride ourselves on our high levels of pastoral care. Your child's tutor will be the first point of contact when assisting with any issues relating to their attendance arise. Your child's Head of Year will also be available to update you and schedule meetings where appropriate to discuss attendance.

5.1 The MAC Board

Directors of the MAC are committed to:

- Setting high expectations of all leaders, staff, pupils, and parents.
- Ensuring attendance is prioritised in wider improvement strategies, such as raising attainment, behaviour, special educational needs and disabilities, wellbeing, and safeguarding. This may include having a link governor or trustee that focusses on attendance.
- Ensuring the schools' attendance management processes are delivered effectively, and that consistent attendance support is provided for pupils who require it most by prioritising the staff and resources needed. This includes ensuring schools engage and work effectively with the local authority School Attendance Support Team and wider local partners and services.
- Ensuring high aspirations are maintained for all pupils, but that processes and support are adapted to the individual needs of particular pupils. This includes those with long term illnesses, special educational needs and disabilities, pupils with a social worker and pupils from cohorts with historically lower attendance such as those eligible for free school meals.
- Regularly evaluating the effectiveness of their school(s)' processes and improvement efforts to ensure they are meeting the needs of pupils as experiences and barriers to attendance evolve.

- In addition, the MAC Board will identify and monitor attendance patterns across their schools to identify common issues and barriers and share effective practice between schools.

5.2 The Local Governing Body

The Local Governing Body of Cardinal Newman Catholic School recognises the importance of school attendance and promotes it across the school's ethos and policies. They take an active role in attendance improvement by:

- Supporting the school to prioritise attendance, and work together with leaders to set whole school cultures.
- Ensuring school leaders fulfil expectations and statutory duties.
- Ensuring school staff receive training on school attendance.
- Use data to understand patterns of attendance, identifying areas of progress and where greater focus is needed
- Regularly reviewing attendance data and help school leaders focus support on the pupils who need it.
- Designating a member of staff to have responsibility for the promotion of the education achievement of looked after and previously looked after pupils.
 - Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.

Cardinal Newman Catholic School will:

- Have a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Develop and maintain a whole school culture that promotes the benefits of good attendance.
- Accurately complete admission and attendance registers.
- Have robust daily processes to follow up absence.
- Have a dedicated senior leader with overall responsibility for championing and improving attendance.
- Proactively use data to identify pupils at risk of poor attendance.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Signpost and support access to any required services where out of school barriers are identified.
- Take an active part in the multi-agency effort with the local authority and other partners and where the lead practitioner is outside of the school, continue to work with the local authority and partners.
- Put additional targeted support in place to remove any barriers where absence becomes persistent.
- Hold more formal conversations with parents and be clear about the potential need for legal intervention in future where there is a lack of engagement.
- Work with the local authority on legal intervention where support is not working, being engaged with or appropriate.
- Intensify support through statutory children's social care where there are safeguarding concerns.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Agree a joint approach for all severely absent pupils with the local authority.

- Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.
- Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.
- Maintain the same ambition for attendance and work with pupils with SEND and/or medical conditions and their parents to maximise attendance.
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals for children with SEND and medical conditions.
- Regularly monitor data for children with SEND and medical conditions, including at board and governing body meetings and with local authorities.
- Inform the pupil's social worker, where there is one, if there are any unexplained absences and if the child's name is to be deleted from the register.

5.3 The headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

5.4 Parents

Cardinal Newman Catholic School requests that parents:

- Ensure their child attends every day the school is open except when a statutory reason applies.
- Notify the school as soon as possible (before 8:00am) when their child has to be unexpectedly absent (e.g. sickness).
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.
- Work with the school and local authority to help them understand the child's barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support.
- Proactively engage with the formal support offered – including parenting contract or voluntary early help plan to prevent the need for legal intervention.

5.5 Pupils

Pupils will:

- Be aware of the school's attendance policy and when and where they are required to attend. This will be communicated to them by school staff, parents and through the school timetable.
- Speak to their class teacher/tutor or another member of staff if they are experiencing difficulties at school or at home which may impact on their attendance.
- Attend all lessons ready to learn, with the appropriate learning tools requested and on time for the class.
- Bring a note of explanation from their parents or guardians to explain an absence that has happened or is foreseen.
- Follow the school procedure if they arrive late. This will help the school to monitor attendance and keep accurate records for the child's individual attendance. This is also vital for health and safety in the event of a school evacuation.

A summary of the roles and responsibilities can be found in the appendices of this policy.

6. Recording Absence and Attendance (See Appendix 1)

When marking our registers, we will apply the national codes as outlined and regulated by the Department of Education guidance to accurately record and report attendance.

6.1 Leave of absence

The headteacher can grant a leave of absence when a pupil needs to be absent from school with permission. The headteacher will restrict leaves of absence to the specific circumstance set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. These circumstances are:

- Taking part in a regulated performance or employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances*

The headteacher can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings.

The headteacher will consider a leave of absence for other exceptional circumstances at their discretion. This must be requested in advance by a parent who the pupil normally lives with. The headteacher will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, the headteacher will determine the length of time the pupil can be away from school.

Generally, the DfE does not consider a need or desire for a holiday or leave of absence for the purposes of leisure or recreation to be an exceptional circumstance.

All absences associated with a family holiday (without exceptional circumstances) during term time will be marked as unauthorised on the register. Any parents known to have removed their child from school for the sole purpose of a holiday may be referred to the Local Authority by the headteacher and be issued with a fixed penalty notice.

An advice note for parents and carers and an application form to request leave of absence can be found in Appendix 2 and 3.

A penalty notice request may be submitted to the Local Authority by the headteacher should: -

- The parent fails to submit a leave of absence request in advance of taking the leave.
- An application for a leave of absence is not authorised by the headteacher but is still taken.

- A longer period is taken more than the agreed number of days.

When absence is granted by the Headteacher, the parent will need to agree a date of return. If a pupil fails to return on the expected date and contact is not received from, or made with the parents, school will seek advice from the Local Authority. This could result in a possible child missing from education procedure being instigated.

6.2 Medical Appointments and absence due to illness

Parents should try to make appointments outside of school hours wherever possible. Where appointments during school time are unavoidable, we ask that parent notifies the school in advance of the appointment wherever possible. The pupil should only be out of school for the minimum amount of time necessary for the appointment. In most circumstances, a child should not miss a whole day at school for an appointment. If a pupil must attend a medical appointment during the school day, they must inform the school prior to the medical appointment and make the necessary arrangements for their child to get to the medical appointment during the school day. No pupil will be allowed to leave the school site without parental confirmation.

In most cases, absences for illness which are reported following the school's absence reporting procedures will be authorised without the need for parents to supply medical evidence unnecessarily. In line with Department for Education guidance, if we do have a genuine concern about the authenticity of the illness, we may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

6.3 Pupil Absence for the purposes of Religious Observance

Holy Cross Catholic MAC acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and is recognised as such by a relevant religious authority. Where this occurs, the school will consider either authorising the pupil absence or making special leave for religious observance. Parents are requested to give advance notice to the school.

6.4 Unauthorised Absence

Absence will not be authorised unless parents have provided a satisfactory explanation and it is accepted as such by the school. The decision to authorise absences is at the discretion of the headteacher. Examples of unsatisfactory explanations include but are not limited to:

- a pupil's/family member's birthday,
- closure of a sibling's school for INSET (or other) purposes,
- family holiday

- refusal to attend school on health grounds but where the pupil is considered well enough to attend' holidays taken without the authorisation of the school.

7. Our Procedures

7.1 Register Keeping and Recording

The Education (Pupil Registration) (England) Regulations 2006, as amended, require schools to take an attendance register at the beginning of the morning session and once during each afternoon session. The register must record whether the pupil was:

- Present.
- Absent.
- Attending an approved educational activity or
- Unable to attend due to exceptional circumstances.

7.2 Late Arrival at School

At Cardinal Newman Catholic School all pupils are expected to arrive on time for every day of the school year. The school day begins at 8:40am. We advise all parents to ensure their child is on site prior to this (8:30am at the latest). The school register will be taken at 8:40am. All pupils arriving after this time are required to sign in at 'late gate' with a Senior Leader or via student reception and provide a reason for their absence. If their arrival is before 9:00am it will be recorded as late - L code (Late before the close of register).

The school register will officially close at 9:00am. All pupils arriving on or after this time will be marked as having an unauthorised absence for the morning session - U code (Late after the close of register). This is categorised as an unauthorised absence for the session. Parents will be contacted to discuss any patterns of late arrival. Repeated arrival after the close of registration will result in appropriate interventions being instigated and may also result in a penalty notice being issued or prosecution.

Please note: L or U codes will be used if a pupil arrives after the close of the afternoon register for the PM session.

7.3 Expected absence procedure for parents

A parent has a legal responsibility to ensure that their child attends school regularly. If a child is unavoidably absent from school parents are expected to contact school by telephone call on the morning of the first day of absence and on each subsequent day, identifying the reason for absence and the expected date of return. If no contact is received, then absence protocols will be instigated.

If a child is absent, the following actions will be initiated by the school:

- The first day calling procedures will be activated for all pupils who are not in school after close of register at 9:00am and where no reason for absence is known.
- If there is still no contact made from the pupil's parents, a further telephone call home will be made again that morning. If no response can be gained, the child's named emergency contact will be telephoned.
- If school cannot contact a parent and are concerned about a pupil, a home visit may be carried out.
- School will telephone home if a pupil leaves the school without permission.

In certain circumstances the school may also:

- Visit the home of the pupil.
- Write to the parents of a pupil to highlight attendance or punctuality issues.
- Invite parents to discuss how school can support the family to make improvement.
- Discuss the pupil at the termly Targeted Support Meetings to seek advice and guidance on additional support strategies.
- Refer to Early Help and/or other external agencies to offer support, guidance, and advice.
- Refer to the Local Authority for joint enquiries to be made to establish the whereabouts of the child through Children Missing Education procedures.
- Refer to the Local Authority to consider issuing a penalty notice or to consider prosecution when all other interventions have failed, or an unauthorised leave of absence has been taken.

7.4 Rewards and Interventions

We recognise the importance of building a sense of belonging within our school community and ensuring that we are inclusive in all aspects of school life. To reinforce the lifelong benefit of regularly attending school we place great emphasis on rewarding students for their sustained commitment to their education and improving attitudes to attending school. Rewards include, but are not limited to:

- Incentivising improved attendance through the provision of tangible rewards on a weekly, half-termly and termly basis
- Communicating praise with parents and students on a regular basis
- Additional time provided at the end of Friday lunchtime for the highest attending form to build further cohesion amongst the tutor group
- Interform competitions which allow a sense of competition between each tutor group in the school
- Individualised incentives where attendance barriers exist

Attendance is promoted through every interaction between school and students; and school and home. Parents and students are informed regularly about the impact that irregular attendance or non-attendance can have on their ability to reach their academic potential. Leaders and teachers narrate the impacts of missing lessons to parents and students to ensure that they

understand the need to be in all lessons so that gaps are not formed in their knowledge.

Whilst Cardinal Newman Catholic School reinforces the academic, social, spiritual, physical and emotional benefits of regularly attending school as a benefit in themselves, we understand that some students and their families will face a higher level of challenge with securing regular attendance. As a school we intervene with students and their families who are finding it difficult to overcome barriers to attending regularly in several ways. Intervention is delivered in a bespoke manner, involving multiple stakeholders, employing our knowledge of the specific child and the nuanced circumstances that they may be experiencing. Interventions include, but are not limited to:

- Dedicated waves of intervention and monitoring dictated by student attendance
 - Tutor Intervention 96-90% (Wave 1)
 - HOY intervention 90-80% (Wave 2)
 - SAC, AO and safeguarding intervention below 80% (Wave 3)
- Parental meetings with the senior attendance champion and attendance officer
- Bespoke action plans
- Timetable, settings and class reviews to overcome negative patterns in attendance
- Additional support through our Student Support Centre, Teaching & Learning Centre and dedicated behaviour mentors
- The offer of an Early Help Assessment to families to explore barriers
- Referrals to outside agencies, where appropriate, to source additional specialist support
- Attendance contracts
- Referral and collaborative work with the Local Authority Attendance Officer
- Legal intervention, where appropriate

Cardinal Newman Catholic School will employ a range of communication methods in order to engage families around school attendance. Letters will be shared with parents following phone calls to formally recognise concerns with attendance. Where irregular attendance or non-attendance becomes a cause for concern, families will be invited to meet with the Senior Attendance Lead, Attendance officer and in certain cases the Local Authority Attendance Officer.

Whilst Cardinal Newman Catholic School recognises and refers to the School Attendance Matters process outlined by Coventry City Council, we have developed our own internal approaches to managing attendance. We take a preventative approach which then leads to early intervention and targeted support, however, we have set our thresholds higher than the Coventry City Council process in order to manage irregular attendance more expediently.

Our approach to managing, intervening and supporting with attendance is outlined below:

- Wave 1: 96-90% Tutor Intervention
 - Tutors complete intervention within form time, they discuss the barriers to attendance and come up with simple, effective and bespoke action plans for their tutees. Tutors complete T1 attendance forms with a select number of their form and retain these documents as part of our drive to improving attendance.
- Wave 2: 90-80% HOY intervention
 - HOY complete intervention with a selected group of students from their year group. They build on any work completed by tutors and analyse any barriers proposed by the student and/or their families. Strategies to overcome barriers are discussed and monitoring periods are implemented. HOYs complete T2 attendance forms and retain these documents as part of our drive to improving attendance
- Wave 3: below 80% SAC, AO and Safeguarding Intervention
 - Senior Attendance Champion and Attendance Officer intervention with a number of pupils identified, without reasonable cause, as having attendance below 90% and being categorised as persistently absent. This intervention is targeted support to those students and their families who require more intense support to overcome barriers. Intervention in this wave could include the use of parent contracts and in some cases legal intervention where attendance does not improve.

Further details regarding the staged approach to supporting attendance at Cardinal Newman Catholic School can be found in the appendices of this document.

8. Tailored Support

At Cardinal Newman Catholic School we recognise that poor attendance can be an indication of difficulties in a family's life. This may be related to problems at home and or in school. Parents are encouraged to inform school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, emerging health concerns. This will help the school identify any additional support that may be required.

We also recognise that some pupils are more likely to require additional support to attain good attendance. The school will implement a range of strategies to support improved attendance based on the individual needs and circumstances of the child.

Strategies we may use to support you include, but are not limited to:

- Welfare support, i.e. the provision of uniform and travel assistance to mitigate any financial barriers
- SEND support from the Student Support Centre when students are feeling overwhelmed or anxious about attending school
- Reintegrating students from long term absences utilising the Teaching & Learning Centre to provide academic support
- Identifying a trusted adult within the school community to work closely with identified students to improve self-esteem and attitudes towards school
- Home visits to families to ensure context of non-attendance is better understood
- Referrals to external agencies who may be able to offer greater levels of support

To plan the correct support, we will always invite parents and pupils to attend a meeting to discuss the concerns and devise a plan to support the child's regular attendance. Support offered will be child centred and planned in discussion and agreement with both parents and pupils. This may include a referral to Early Help or a Parenting Contract.

9. Persistent Absence and the use of legal interventions

A pupil becomes a 'persistent absentee' (PA) when their attendance drops to 90% and below for any reason. Over a full academic year this would be 40 sessions (20 days). Absence at this level is causing considerable damage to a child's educational prospects.

The attendance of all pupils at our school are monitored to identify children who are PA, or are on track to becoming PA. Where emerging concerns are identified we will instigate appropriate and timely interventions as outlined in the section above. Referrals may also be made to external agencies for targeted support.

If parents fail to engage with support and their child continues to have unsatisfactory attendance/ punctuality, a request may be made to the Local Authority to pursue legal proceedings either through a penalty notice or prosecution in the Magistrates' Court.

Parents found guilty in a Magistrates' Court of failing to secure their child's regular attendance at school under the provisions of the Education Act 1996, will receive a criminal record and a maximum penalty of a £1000 fine under a Section 444 (1) offence or a £2500 fine or up to a 3-month prison sentence, under a Section 444 (1a) offence.

9.1 Fixed Penalty Notices

Penalty notices will be issued by the Head teacher to parents or carers if your children are absent from school. Penalty notices will be issued in line with the National Framework for Penalty Notices.

The threshold is 10 sessions (equivalent to 5 school days) for any unauthorised absence within a rolling 10 school week period. The 10-week period may span different terms or school years.

The school will prioritise a 'support first' approach offering support to families in cases where it is appropriate. Penalty notices can still be issued where support is not appropriate, such as leave of absence in term time or when support has not been engaged with.

Penalty Notices will be issued by post to your home address to each parent or carer by the local authority at the request of the Headteacher. The Penalty Notice is:

- £80 for each of your children if paid in full within 21 days.
- £160 if paid in full after 21 days but within 28 days.

If a second penalty notice is issued to the same parent within a rolling 3-year period, the notice will be charged at the higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80.

A national limit of 2 penalty notices that can be issued to a parent of the same child within a rolling 3-year period has been set within the National Framework, so at the 3rd (or subsequent) offence(s) a prosecution will be considered.

10. Staged Reintegration/Reduced timetables

All children of compulsory school age are legally entitled to receive a suitable full-time education and the school and local authority have a statutory duty to ensure that all children in the area receive such an education. In very exceptional circumstances, we may decide to implement a temporary, reduced timetable to meet a pupil's individual needs and only where it is safe to do so.

We will not use a reduced timetable to manage a pupil's behaviour. A reduced timetable will not be treated as a long-term solution and will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision where applicable.

We will never put a reduced timetable in place without written agreement from parent/carer and/or other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family

We will notify the Attendance and Children Missing Education Team of all part-time timetables as soon as a plan has been agreed and use the appropriate attendance code to record this within our admission register.

11. Related Policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school attend school regularly and reach their full potential the following policies are integral to this approach:

- safeguarding including KCSIE 2025
- child protection policy
- medical needs
- admissions
- anti-bullying
- exclusion
- special educational needs
- teaching and learning
- behaviour and rewards

12. Statutory Framework

This policy has been devised in accordance with the following legislation and guidance:

- [Working together to improve school attendance \(August 2024\)](#)
- [Children missing education \(September 2024\)](#)
- [Keeping children safe in education \(September 2025\)](#)
- [Working together to safeguard children \(December 2023\)](#)

13. Appendices

The following pages contain information relevant to this policy.

Appendix 1: Attendance Codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
Attending the School		
I	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Late arrival before the register is closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than their school or any other school.
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Work experience	Pupil is on a work experience placement
B	Attending any other approved educational activity	Pupil is attending any other approved educational activity that is not sport or work experience

Code	Definition	Scenario
Absent – Leave of absence		
C	Leave of absence for exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
C1	Leave of Absence	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	Leave of absence	Leave of absence for a compulsory school age pupil subject to a part-time timetable
M	Medical/dental appointment	Leave of absence for the purpose of attending a medical or dental appointment

Appendix 1: Attendance Codes

Code	Definition	Scenario
J1	Interview	Attending an interview for employment or admission to an educational institution
S	Study leave	Leave of absence for the purpose of studying for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – other authorised reasons		
T	Traveller absence	Parent travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness	Illness – not medical or dental
E	Suspension/Permanent Exclusion	The pupil is suspended or permanently excluded from school on disciplinary grounds
Absent – Unable to attend school because of unavoidable cause		
Q	Lack of Access Arrangements	Unable to attend as no LA home-to-school travel has been arranged
Y1	Lack of transport	Unable to attend due to transport normally provided not being available
Y2	Disruption to travel	Unable to attend due to widespread disruption to travel
Y3	Part Site Closure	Unable to attend due to part of the school premises being closed
Y4	Whole Site Closure	Unable to attend due to the whole school site being unexpectedly closed
Y5	Criminal Justice	Unable to attend as pupil is in criminal justice detention

Appendix 1: Attendance Codes

Code	Definition	Scenario
Y6	Public Health	Unable to attend in accordance with public health guidance or law
Y7	Other unavoidable cause	Unable to attend because of any other unavoidable cause

Code	Definition	Scenario
Absent – unauthorised absence		
G	Unauthorised holiday	Holiday not granted by the school
N	Reason not provided	Reason for absence not yet established
O	Unauthorised absence	Absent in other unknown circumstances
U	Arrival after registration	Arrived at school after registration closed
Administrative Codes		
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Cardinal Newman Catholic School – Exceptional Leave of Absence Guidance for Parents

From September 2024 the Government's guidance for schools makes it clear that schools are no longer allowed to authorise Leave of Absence taken in term time, apart from where there are exceptional circumstances.

Headteachers can only grant a leave of absence during term time in exceptional circumstances therefore it is unlikely a leave of absence will be granted for the purpose of a family holiday. If you think you have exceptional circumstances, please talk to us without delay and before any arrangements have been made.

If permission is granted, the Headteacher will determine the length of time your child can be away from school. It will be the parents'/carers responsibility to ensure their child makes up any work that is missed in their own time upon return to school.

Should you decide to take your child out of school without the Headteacher's permission, the school's attendance policy makes it clear that an unauthorised term time absence will be recorded as unauthorised and will result in a Penalty Notice being issued. The Penalty Notice is for £160 per parent, per child if paid within 28 days.

Failure to pay the Penalty Notice could result in Coventry City Council starting legal proceedings against you for the offence of failing to ensure your child's regular attendance at school.

All requests for an exceptional leave of absence during term time must be submitted using the request form provided, to the Headteacher via CN_attendance@hccmac.co.uk

A copy of the request for an exceptional leave of absence can be found at [Cardinal Newman Catholic School - Home \(cncs.school\)](https://cncs.school)

Should you decide to take your child out of school without the Headteacher's permission, the absence will be recorded as unauthorised and a Penalty Notice by the Children and Families First Team under S23 (1) of the Anti-Social Behaviour Act 2003 and Sections 444A and 444B of the Education Act 1996 will be issued and may result in a fine of up to £120. If a child does not return to school, they may be taken off the school roll.

Please note: Local Authority Guidance states that if two Penalty Notices have already been issued for periods of unauthorised leave, a Penalty Notice will NOT be issued on the third occasion and you will be taken straight to Court under the higher level aggravated offence. This means that you may be subject to a much more severe penalty i.e. a maximum fine of up to £2,500 or 3 months in custody or, a community order which may involve you doing a number of hours of unpaid work.

Appendix 3: Exceptional Leave Application

Cardinal Newman Catholic School
Leave of Absence in Exceptional Circumstances Request
(Please complete one form per child)

Child details			
Name		Year group	
Address			
Full name of parent(s)/carers			
Parent/carer 1			
Parent/carer 2			
Address if different from above			

First date of absence:	
Last date of absence:	
Date of return to school:	
Number of days absent:	
Please provide details and reasons for the exceptional leave of absence request.	

Appendix 3: Exceptional Leave Application

Please provide details of any other school aged children that you are requesting this exceptional leave for: This will enable us to co-ordinate our response to this request with other schools.

Child's name	Year Group	Name of School

Please sign below to confirm the following.

- I have read and understood the information provided on the first page of this document.
- I agree to the conditions outlined in this document.
- I have read the schools Attendance Policy.

Signed:..... (Person(s) with Parental Responsibility)

Signed:..... (Person(s) with Parental Responsibility)

Date:.....

OFFICE USE ONLY

- ☐ In this instance I am able to authorise the absence as I agree that your request is due to exceptional circumstances.
- ☐ I am unable to authorise your request as your reason(s) do not qualify as exceptional circumstances.
- ☐ Further information/meeting is required, please contact school.

Signed:..... (Headteacher)

Date:.....

Appendix 4: Summary Responsibilities

Summary Table of Responsibilities for School Attendance (DfE May 2024)

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

Appendix 4: Summary Responsibilities

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of poor attendance. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

Appendix 4: Summary Responsibilities

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continued support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Appendix 4: Summary Responsibilities

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continued support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Appendix 4: Summary Responsibilities

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Appendix 4: Summary Responsibilities

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Appendix 4: Summary Responsibilities

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Appendix 4: Summary Responsibilities

Looked after and previously looked after children

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Appendix 4: Summary Responsibilities

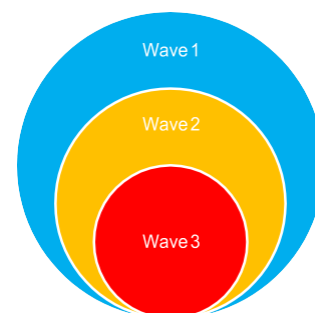
Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and/or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections..	DfE Regions Group monitors local authority efforts as part of regular interaction. Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services. Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.

Appendix 5: Cardinal Newman Catholic School – Waves of Intervention

Cardinal Newman Catholic School Waves of Support

Wave 1	Tutor Intervention	96-90% attendance
Wave 2	HOY Intervention	90-80% attendance
Wave 3	SAC, AO & Safeguarding	< 80% attendance



The grids below state actions for each area of responsibility within the staged intervention group. The actions are not exhaustive and we will always work in a manner which best fits the needs of the student and their individual contexts.

Wave 1 Intervention		
Attendance 96% - 90%		
Tutor Led Interventions		
Timescales	Actions	Lead
Weekly	Positively reinforce attendance with all members of the tutor group and specifically praise those who are identified in this wave. Use of stamps, stickers and ASPIRE points are vital here.	Tutor
	Record attendance in planner, share weekly attendance updates, promote the competition amongst tutor groups and instil the value of regular attendance with tutees	Tutor
	Check in with students in this group first thing on a Monday, check how the weekend was, any issues that could prevent them attending this coming week.	Tutor
	Update space on tutor board with weekly attendance and promote and praise when above school target of 96%	Tutor
	Communicate with families when any student in Wave 1 achieves a 100% week	Tutor
Fortnightly	Meet with identified students during the assembly slot on a fortnightly basis to set, review and reflect upon targets for attendance	Tutor
	Complete T1 attendance forms and collate these within the teaching file	Tutor
	Communicate with families when setting the targets for the forthcoming fortnight	Tutor

Appendix 5: Cardinal Newman Catholic School – Waves of Intervention

	Recognise increased effort and improving attendance by praising and rewarding those within the intervention group	Tutor
	Escalate when barriers are outside of the control of actions available to Form Tutor i.e. financial barriers, safeguarding or social issues	Tutor
Half Termly	Attendance information is provided to all form tutors, they then identify their tutees working within the wave	AO/Tutor
	Compare attendance at beginning of the intervention to attendance at the end of the half term	Tutor
	Reinforce and praise those who have made an improvement, inform any 96%+ that they are no longer a part of the intervention group and request praise letter to be sent home	Tutor
	Discuss any where attendance has declined and whether they remain in wave 1 or need to now be put into wave 2	Tutor/HOY
Things to consider: Make every student feel a part of the form, consider the language and the way we welcome students back after any absences. The vision and culture around attendance is to make everyone feel like they belong in our school community. Discuss any concerns academically, socially or physically which may be a barrier to the student attending school. What can you as a tutor do about this with the child? Don't underestimate the power of praise! Not just for the student but for the family and parents too. Attendance is a team effort! How readily available are our incentives for these students? Do they want to access the rewards shop? Can we incentivise their attendance with the distribution of ASPIRE points? When completing the T1 form and discussing targets with the student, ensure they are realistic and achievable, give them the chance to be successful.		Communications you can try: Praise postcards for 100% weeks Positive phone calls Messages to parents via the Personal Organiser Letters sent home reinforcing expectations Letters sent home recognising progress Nudge emails and text messages from Arbor to ensure families know we are working with them and their child's attendance is our priority. Follow up phone calls when students are absent so that they are aware we are missing them from school community. Promotion of extracurricular clubs with pupils in this group and their families to try and give them an additional social avenue when at school to integrate more with their peers. Referrals to internal intervention programmes.

Appendix 5: Cardinal Newman Catholic School – Waves of Intervention

Wave 2 Intervention		
Attendance 90% - 80%		
HOY Led Interventions		
Timescales	Actions	Lead
Weekly	Cut attendance data to highlight Y2D attendance and filter to Wave 2 cohort. Track attendance of specific cohort throughout the intervention period	HOY
	Positively reinforce attendance with all members of the year group in this wave and specifically praise those who are identified in this wave. Use of stamps, stickers and ASPIRE points are vital here.	HOY
	Have attendance flags set up with Admin linked to year group to inform of absences for this intervention wave	HOY/Admin linked to YG
	Check in with students in this group first thing on a Monday during form walks, check how their weekend was, any issues that could prevent them attending this coming week.	HOY
	Promote YG attendance and provide in context of school attendance in the assemblies	HOY
	Communicate with families when any student in Wave 2 achieves a 100% week, reinforcement of effort and progress via text messages	
Fortnightly	Meet with identified students during tutor time to set, review and reflect upon targets for attendance	HOY
	Complete T2 attendance forms and collate these within the teaching file	HOY
	Communicate with families when setting the targets for the forthcoming fortnight	HOY
	Recognise increased effort and improving attendance by praising and rewarding those within the intervention group	HOY
	When barriers such as financial barriers, safeguarding or social issues exist, explore options with the student and communicate with families.	HOY

Appendix 5: Cardinal Newman Catholic School – Waves of Intervention

	Analyse absence data of those in Wave 2, cross reference to timetable and look for any patterns of absence and seek to better understand this in the context of the student's timetable	HOY
Half Termly	Attendance information is provided to all Heads of Year, they then identify their cohort working within the wave Compare attendance at beginning of the intervention to attendance at the end of the half term. Summarise weekly tracking information in the context of each student Reinforce and praise those who have made an improvement, inform any 93%+ that they are no longer a part of this intervention group and request praise letter to be sent home Discuss any students where attendance has declined and whether they remain in wave 2 or need to now be put into wave 3. Arrange meetings with the families to discuss moving forward.	AO/HOY HOY HOY & LT link HOY HOY & LT link / AO
Things to consider: Make every student feel a part of the YG, consider the language and the way we welcome students back after any absences. The vision and culture around attendance is to make everyone feel like they belong in our school community. Discuss any concerns academically, socially or physically which may be a barrier to the student attending school. What can you as a HOY do about this with the student? Does anyone need updating regarding medical conditions or any other issues? Don't underestimate the power of praise! Not just for the student but for the family and parents too. Attendance is a team effort! Shout them out during assembly! How readily available are our incentives for these students? Do they want to access the rewards shop? Can we incentivise their attendance with the distribution of ASPIRE points? Can you work		Communications you can try: Praise postcards for 100% weeks Positive phone calls Messages to parents via the Personal Organiser Letters sent home reinforcing expectations Letters sent home recognising progress Nudge emails and text messages from Arbor to ensure families know we are working with them and their child's attendance is our priority. Follow up phone calls when students are absent so that they are aware we are missing them from school community. Promotion of extracurricular clubs with pupils in this group and their families to try and give them an additional social avenue when at school to integrate more with their peers.

Appendix 5: Cardinal Newman Catholic School – Waves of Intervention

with SAC to provide bespoke rewards for specific groups?	Referrals to internal intervention programmes.
When completing the T2 form and discussing targets with the student, ensure they are realistic and achievable, give them the chance to be successful.	Capture the student's wishes and feelings, what do they want to achieve? How do we help them get there?

Wave 3 Intervention		
Attendance Below 80%		
Senior Attendance Champion, Attendance Officer & Safeguarding Led Interventions		
Timescales	Actions	Lead
Weekly	Tracking daily attendance and sharing 3-day unauthorised absences with the HOPYs, SFGD team and LT.	AO
	Phone calls and follow up to absent students, understand the issues they are experiencing	AO
	Meet with families in school alongside the Senior Attendance Champion.	AO/SAC
	Escalate any absence to the relevant body – i.e. LAAO, CME team, ELIT	AO
	Track 10 session absence in a rolling 10 week period and follow up with communications	AO
	Track communications and time frames for specified improvements	AO
Fortnightly	Organise follow up and review meetings with those individuals in the wave 3 intervention	AO
	Discuss with partners the provision available for student's who are school avoiders, what can we do to support and reintegrate.	AO/SAC
	Liaise with the Local Authority Attendance Officer regarding absence and who requires trigger letters and attendance contracts	AO/SAC
	Discuss with SEND department and the behaviour department what support can be made available to those students in this wave to ensure that everything is being considered in supporting these pupils back into school.	AO/SENDCO
	Home visits to engage with the family and the student in a more familiar environment. Meet	AO/SAC

Appendix 5: Cardinal Newman Catholic School – Waves of Intervention

	them to discuss the weeks ahead and any barriers Coordinate targeted support meetings, ensuring families are well informed of the time and date and given suitable	AO
Half Termly	Review EHA offer – who requires an Early Help Assessment to support with school attendance With SEND make and ESNAP referrals by the associated deadlines Where progress is made ensure that it is recognised and that families and their child are recognised and praised. Consider what tangible rewards can be given to the student and families. Where progress is not made, refer the case to the LAAO and ask for guidance on what can be done next Issue warning letters, issue parenting contracts, refer the case to the Education Legal Intervention Team. Ensure that communication is high with the families, engage all relevant stakeholders. Where attendance issues are a high concern and other contextual issues exist – refer to MASH.	AO/DDSL AO/SENDCO AO/SAC AO AO/SAC AO
Things to consider: Has everything been considered in the life of the young person and what may be the perceived barriers to regular attendance? Is the context of the young person fully known, is there medical issues, recurring medical issues which means that the absence is unavoidable? Is the register coding correct – has absence been unauthorised when genuine reasons exist? Have timelines been stuck to? (CME team after maximum 10days)(LAAO when medical absence is likely to extend beyond 15days)(10 sessions in rolling 10 week periods) Are there any emerging safeguarding concerns when working with the family and/or young		Communications you can try: Praise postcards for 100% weeks Positive phone calls Letters sent home reinforcing expectations Letters sent home recognising progress Letters sent in partnership with the Local Authority. Nudge emails and text messages from Arbor to ensure families know we are working with them and their child's attendance is our priority. Promotion of extracurricular clubs with pupils in this group and their families to try and give

Appendix 5: Cardinal Newman Catholic School – Waves of Intervention

person? Have these been shared with the DSL/DDSL?	them an additional social avenue when at school to integrate more with their peers.
When preparing for Legal Intervention, has every opportunity been explored when engaging the family and young person?	Referrals to internal intervention programmes. Referrals to external agencies. EHA. Capture the student's wishes and feelings, what do they want to achieve? How do we help them get there?

Insert school name, address and logo]

Dear Parent/Carer

Re: National Framework for Penalty Notices for school absence

I am taking this opportunity to write to inform you of some important changes the Government are introducing regarding school attendance and the issuing of penalty notices when children are absent from school.

A new National Framework for Penalty Notices is being introduced. The regulations will come into effect from the 19th of August 2024. The aim is to improve consistency in the use of penalty notices across England.

The national framework includes:

- A single consistent national threshold for when a penalty notice must be considered of 10 sessions (usually equivalent to 5 school days) for any unauthorised absence within a rolling 10 school week period. The 10 week period may span different terms or school years. For example, 2 sessions of unauthorised absence in the summer term and a further 8 within the autumn term.
- An increase to the rate of a penalty notice from £120 to £160 if paid within 28 days and £60 to £80 if paid within 21 days. If a second penalty notice is issued to the same parent for the same child within a rolling 3 year period, the notice will be charged at the higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80.
- A national limit of 2 penalty notices that can be issued to a parent for the same child within a rolling 3 year period, so at the 3rd (or subsequent) offence(s) a prosecution will be considered.

The local authority is in the process of consulting with schools and partner agencies to develop a revised local code of conduct. The document will be published on Coventry City Council's website from 19th August 2024.

The Council and school believe good attendance is essential to support your child in getting the most out of their education and we thank you for your continued support.

Yours sincerely