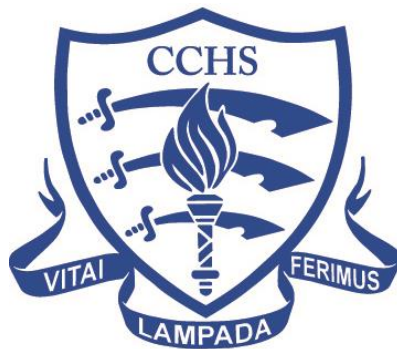


Chelmsford County High School for Girls

**ATTENDANCE IS EVERYONE'S
RESPONSIBILITY**



Attendance & Punctuality Policy

(September 2024)

Approved by Academy Trustees: 22nd July 2024

School Contacts

The name and contact details of the senior leader responsible for the strategic approach to attendance in our School is:

Miss F Harrison, Deputy Headteacher (Pastoral) fharrison@cchs.co.uk

The name and contact details of the School staff member students and parents should contact about attendance on a day-to-day basis is:

Mrs S Kempster, Attendance Officer (Main School) absence@cchs.co.uk

Mrs T Bernard, Attendance Officer (Sixth Form) sixthformattendance@cchs.co.uk

The name and contact details of the School staff member students and parents should contact for more individual support with attendance is:

Mrs M Chumbley, Senior Pastoral Leader mchumbley@cchs.co.uk

Attendance & Punctuality Policy

Introduction and Background

Chelmsford County High School for Girls recognises that positive behaviour and good attendance are essential to raise standards of student attainment and to give every child/young person the best educational experience possible.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or in exceptional circumstances being given permission for an absence in advance from the school.

The DfE has produced guidance for maintained schools, academies, independent schools, and local authorities: Working together to improve school attendance; published 29th February 2024, applies from 19th August 2024. Our Attendance Policy reflects the key principles of that guidance. <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding
- ensure every student has access to the full-time education to which they are entitled
- ensure that students succeed whilst at school
- ensure that students have access to the widest possible range of opportunities at school, and when they leave school

It has been developed in consultation with school trustees, teachers, local Headteacher Associations, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor student attendance.

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which students feel safe, secure and valued
- Raising awareness of the importance of good attendance and punctuality
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently

For our students to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. **It is a rule of this school that students must attend every day, unless there are exceptional circumstances and it is the headteacher, not the parent, who can authorise the absence.**

Target

The School Attendance target for 2024-2025 is set at: 95%.

Promoting Regular Attendance

At Chelmsford County High School for Girls, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our students from the outset. It is a central part of our school's vision, values, ethos, and day to day life. We recognise the connections between attendance, attainment, safeguarding and wellbeing. Helping to create a pattern of regular attendance is the responsibility of parents, students and all members of school staff.

To help us all to focus on this we will:

- Give parents/carers details on attendance processes in our newsletters
- Reward good or improving attendance, celebrate 100% attendance termly.
- Report to parents/carers regularly on their child's attendance. Include attendance figures on termly TA reports.
- Year Leaders/Form Tutors contact parents/carers termly should their child's attendance fall below 90%. This will be a phone call offering support and if no improvement is made then a letter will be sent inviting parents/carers to come into school to discuss the issue.

Understanding Types of Absence

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any student's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school without a good reason creates an offence in law and may result in prosecution.

Every half-day absence from school must be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. Please note, only half a day will be authorised for medical appointments - unless there are exceptional circumstances. Medical appointment cards may be requested. This includes Study leave. Study leave is allowable for public examinations, as agreed in advance with a parent the pupil normally lives with. Please note this does not include any internal examinations such as mocks as study leave should not be granted in such cases.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, however is not exhaustive:

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn
- absences which have never been properly explained

- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session
- shopping trips
- looking after other children or children accompanying siblings or parents to medical appointments
- their own or family birthdays
- holidays taken during term time without leave, not deemed 'for exceptional purposes' by the headteacher - may result in school applying to the local authority to issue a penalty notice or if you have previously been issued a Penalty Notice, the school may request a direct prosecution by the local authority.
- day trips
- other leave of absence in term time which has not been agreed.

Persistent and Severe Absenteeism

A student is defined by the Government as a '**persistent absentee**' when they miss 10% or more or '**severe absentee**' when they miss 50% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any student's education and we need the full support and co-operation of parents to resolve this.

From the recent statutory guidance: Where absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), schools and local authorities are expected to work together to put additional targeted support in place to remove any barriers to attendance and reengage these pupils. In doing so, schools should sensitively consider some of the reasons for absence and understand the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches.

Particular focus should be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them. All partners should work together to make this group the top priority for support - this may include specific support with attendance or a whole family plan, but it may also include consideration for an education, health and care plan or an alternative form of educational provision where necessary to overcome the barriers to being in school. If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements (e.g. an education, health and care plan) have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect.

Schools and local authorities should be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment. Further information is available in the statutory guidance on Keeping Children Safe in Education.

Absence Procedures

The name and contact details of the school staff member students and parents should contact about attendance on a day-to-day basis is:

Mrs S Kempster, Attendance Officer, absence@cchs.co.uk

Mrs T Bernard, Attendance Officer, (Sixth Form) sixthformattendance@cchs.co.uk

We monitor all absence, and the reasons that are given, thoroughly.

If a child is absent from school the parent must follow these procedures:

- Contact the school on the first day of absence before 9.05 am by email to absence@cchs.co.uk. The school also has an answer phone available to leave a message, or you may call into school personally and speak to the office staff.
- Contact the school on every further day of absence, again before 9.05 am.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence.

If your child is absent we will:

- Telephone on the first, and every subsequent day of absence, if we have not heard from you however it is your responsibility to contact us.
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made in the interests of safeguarding.
- A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be “missing from education.”

If absence continues, we will

- Invite you into school to discuss the situation with our Deputy Headteacher (Pastoral), Senior Pastoral Leader and Year Leader if absences persist.
- Create a personalised action/support plan to address any barriers to attendance.
- Offer signposting support to other agencies or services if appropriate.
- Refer the matter to the Local Authority for relevant sanctions if attendance deteriorates following the above actions.

Lateness

Poor punctuality is not acceptable and can contribute to further absence. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Students who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed, miss vital work and important messages from their class teacher.

The times of the start and close of the school day for all students at the School are:

Gates open: 8.00am

End of the school day: 3.40pm

How we manage lateness:

- The school gates open at 8.00am when children can begin to come into school.
- Registers are taken at 8.45am.
- Children arriving after 8.45am are required to come into school via the School Office. They must sign in using the Sign In screen and provide a reason for their lateness which is recorded.
- Children arriving after 8.45am but before 9.05am will receive an ‘L’ (late before reg closed and means present in school).
- Registers close at 9.05am.
- Children arriving after 09.05am will receive an unauthorized absence code “U” (late after reg closed) which shows them to be on site, but this will **not** count as a present mark (unless another absence code is more applicable, for example, if the late arrival was due to a medical

appointment). An explanatory email is required from parents, the only exception is where there is known to be a major transport failure.

- The school may contact parents/carers regarding lateness. In any half term students who have been late to school on 5 occasions will be required to attend a 30-minute lunchtime detention. Students who have been late to school on 10 occasions in one half term will be required to attend a 30 minute after school detention. Late marks will not be carried forward into a new half term
- From time to time a member of school staff will undertake a 'Late Gate' check, greeting late arrivals at the main entrance to the school.

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent late record, you will be asked to meet with Miss Harrison or Mrs Chumbley and their Year Leader, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and celebrate good class and individual punctuality.

Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. The new guidance includes an update in the section on pupils who are prevented from attending school due to physical or mental ill health to be clear where schools' role starts and ends, provide further clarification around medical evidence, additional support for pupils with special educational needs and disabilities and part-time timetables. Further support can be found in DfE document mental health issues affecting a pupil's attendance. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individualised early help plan will be agreed and subsequently reviewed.

Some students face greater barriers to attendance than their peers. These can include students who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain however, we will work with families and students to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners where appropriate.

Part time timetable

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the

pupil access as much education as possible. A part-time timetable should not be used to manage a pupil's behaviour. A part-time timetable should:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision.

It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part-time timetable for a prolonged period of time.

See Annex A for summary tables of responsibilities for school attendance.

The name and contact details of the school staff member students and parents should contact for more detailed support on attendance:

Mrs S Kempster, Attendance Officer, absence@cchs.co.uk

Mrs T Bernard, Attendance Officer, (Sixth Form) sixthformattendance@cchs.co.uk

Mrs M Chumbley, Senior Pastoral Leader, mchumbley@cchs.co.uk

Your child's Year Leader

Local Authority attendance support services

Local Authority Attendance Specialists work strategically by offering support to schools, families, and other professionals to reduce persistent absence and improve overall attendance.

Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (see Annex B for the Essex Code of Conduct), prosecution in the Magistrates Court or the application of an Education Supervision Order, designed to strengthen parental responsibilities and ensure improved attendance.

School Attendance and the Law

By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Unauthorised absence may result in the school referring to the Local Authority for sanctions and/or legal proceedings. This may include issuing each parent with a Penalty Notice for £120, reduced to £60 if paid within 21 days or referring the matter to the Magistrates Court whereby

each parent may receive a fine up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

See Annex B for the Essex Code of Conduct.

There is no entitlement in law for students to take time off during the term to go on holiday. In addition, the Supreme Court has ruled that the definition of regular school attendance is “in accordance with the rules prescribed by the school”.

The Education (Student Registration) (England) Regulations 2006 were amended in September 2013. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they no longer have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing on the prescribed Leave of Absence form provided by the school. Where a parent removes a child when the application for leave was refused or where no application was made to the school, the issue of a penalty notice may be requested by this school in accordance with the Essex Code of Conduct.

A Penalty Notice may be issued where there have been at least 10 consecutive sessions of unauthorised absence for the purpose of a holiday, however, due to the importance of students settling into school at the commencement of the school year, Penalty Notices may also be issued if there have been at least 6 consecutive sessions of unauthorised absence during the first two calendar weeks of September due to a term-time holiday.

At Chelmsford County High School for Girls 'exceptional circumstances' will be interpreted as: events that are “rare, significant, unavoidable and short”. By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time.

We will not consider applications for leave during term time:

- at any time in September. This is very important as your child needs to settle into their new class at the start of the academic year as quickly as possible.
- during assessment and test periods in the school's calendar affecting your child.
- when a student's attendance record already includes any level of unauthorised absence or they have already been granted authorised leave within that academic year.

If leave of absence is authorised, the school will not provide work for children to do during their absence.

Deletion from Roll

For any student leaving Chelmsford County High School for Girls, *other than at the end of Year 11*, parents/carers are required to complete a 'Students moving from school' form which can be obtained from the School Office. This provides school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and appropriately safeguard all of our students, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for key family members in case of emergency.

Under Student Regulations 2006, all schools are now **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the student being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that student, and in any event no later than the time at which the student's name is deleted from the register. This duty does not apply when a student's name is removed from the admission register at a standard transition point – when the student has completed the final year of education normally provided by that school.

Absence data

We use data to monitor, identify and support individual students or groups of students when their attendance needs to improve. Persistently absent students are tracked and monitored carefully. We also combine this with academic tracking as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Summary

The school has a legal duty to publish its absence figures to parents and to promote attendance.

Equally, parents have a duty to make sure that their children attend school, on time, every day.

All school staff and the Academy Board is committed to working with parents and students as this is the best way to ensure as high a level of attendance at our school as possible.

Annex A: DfE guidance Summary table of responsibilities for school attendance. Sept 2022

All pupils

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

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:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>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.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>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.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>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.</p>

Persistently absent pupils

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

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>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.</p> <p>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.</p>

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:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>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.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>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.</p> <p>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.</p>

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:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>

Effective school attendance improvement and management

PREVENTION of poor attendance through good whole school attendance management

ALL PUPILS Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)

PUPILS AT RISK OF POOR ATTENDANCE Using attendance and absence data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern

EARLY INTERVENTION to reduce absence before it becomes habitual

PUPILS WITH POOR ATTENDANCE Intervening as early as possible and agreeing an action plan for pupils with high levels of absence and those demonstrating growing disengagement with school

TARGETED reengagement of persistent and severely absent pupils

PERSISTENTLY AND SEVERELY ABSENT PUPILS Put additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils

Annex B

National framework for penalty notices Purpose of penalty notices: absence including lateness

All state funded schools must consider whether a penalty notice is appropriate in each individual case where one of their pupils reaches the national threshold for considering a penalty notice. Schools should not have a blanket position of issuing or not issuing penalty notices and should make judgements on each individual case to ensure fairness and consistency across the country. The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

Annex C

Please see below for guidelines regarding Sixth Form attendance.

Chelmsford County High School. Sixth Form Attendance Guidelines.

Lessons

- Regular and punctual attendance at lessons is a pre-requisite of success in education.
- The school expects that students will attend all timetabled lessons. Physical Education is a timetabled lesson. Medical appointments (other than in emergencies) should so far as is possible be made so as to avoid missing lessons. This is particularly the case for Year 13 students, who will often have a greater allocation of study periods.
- In every case where students know in advance that they will be absent from lessons they should follow the normal courtesies and inform their teachers of this. Students must take responsibility for catching up on work missed.
- Sixth form lessons are never 'cancelled'. If a member of staff is absent, work will be set, either in advance or by email. This work must be completed by the next lesson and staff are entitled to require students to attend the lesson to complete it, if for example the tasks set requires students to work together.

Registration, Assemblies and Punctuality

- Attendance at registration and assemblies is an essential part of school and sixth form life. It is not possible to 'opt out' of registration and assemblies – in choosing to study at CCHS, students signify their willingness to participate in school life by attending these events. Regular lateness or absence will be penalised and parents will be informed of it. Students should not arrange driving lessons or other appointments during this time.

Study Periods:

- The expectation is that these periods will be used for study both on work set by staff and on independent wider reading; in Year 12 a number of them may be used for Community Service. The school has first call on students during these periods, and students should not take paid employment during them, or take such employment after school on the basis that they will be free on a regular basis to leave school before the end of the school day.
- In the first period of each school year no sixth form students are allowed off site during the school day. Thereafter permission to leave the site is only given if a student's work and

attendance has been satisfactory for this period. Students must always sign in and out, and the privilege of leaving school can and will be rescinded if students fall behind in their work or fail to attend school as required. Rolling Tutor Period is a timetabled lesson and must be attended regardless of when it falls.

- If and when permission is given for students to leave school during study periods it remains the case that they are expected to be in school (or undertaking CS) between 0840 and 1235 every day. Any departures from this must be agreed with the relevant Year Leader.

Accounting for Absence:

- Parents/guardians should authorise absence by telephone or email to sixthformattendance@cchs.co.uk on the first day of absence and continue to do so on subsequent days. Failing this, absence must be accounted for in writing by a parent/guardian. Any absence not accounted for will be recorded and reported as unauthorised. Students who have reached the age of eighteen may not 'self-authorise' absence; parental responsibility continues until students finish Year 13.

Special Absences:

- Students are allowed a maximum of two days off in Year 12 and again in Year 13 in order to attend university open days. Any other absence for educational or personal reasons must be agreed in advance by the Year Leader and Headteacher and the school reserves the right not to authorise such absence. In both of the above cases the relevant forms should be obtained from the Sixth Form Administration Officer and completed in advance.

Examinations:

- In the case of academic examinations which fall outside Study Leave students may take off the school session (morning or afternoon) immediately prior to any examination, except if an examination is on Monday morning. Unless they have an examination in the subsequent session of school, students should always return to lessons immediately an examination finishes.