

Enrich Academy

# Attendance Policy

## October 2024

Date	Version	Action	Summary of changes
July 23	1.4		Reviewed to include increased support, identify barriers to attendance and develop interaction and dialogue around attendance between Form Tutors, students and their families.
July 24	1.5		This policy is updated to reflect DfE Working together to improve school attendance Statutory guidance for maintained schools, academies, independent schools and local authorities which applies from: 19 August 2024. It also incorporates increased focus on communication with families and celebration of good attendance.

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# Attendance Policy

## 1. Introduction

At Enrich Academy, we have established this policy to outline our procedures aimed at enhancing school attendance, promoting punctuality, and ultimately elevating levels of achievement. We firmly believe that attendance serves as a protective factor, enabling us to identify students' needs at an early stage and provide them with the necessary support.

This policy is developed with diligent regard for the legal powers and duties and guidance from the Department for Education outlined in the following documents:

- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5);
- The Education Act 2002, Section 175;
- The Education (Student Registration) (England) Regulations 2006;
- The Education (Student Registration) (England) (Amendment) Regulations 2010;
- The Education (Student Registration) (England) (Amendment) Regulations 2011;
- The Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024;
- The Education (Penalty Notices) (England) (Amendment) Regulations 2024;
- The Registration (Pupil Registration) Regulations 2006;
- School Attendance (Pupil Registration) (England) Regulations 2024; and
- [Working together to improve school attendance \(August 2024\)](#)

## 2. School Attendance

At Enrich Academy, we understand the unique challenges faced by students due to social, emotional, and mental health (SEMH) difficulties. We recognise the crucial role that consistent school attendance plays in supporting their overall well-being and educational progress. Regular attendance at Enrich Academy helps foster positive relationships, improves social and emotional development, and provides a supportive environment to enhance educational outcomes. We believe all students deserve this opportunity to thrive academically and personally.

As students have specific needs, regular attendance is highly valued and encouraged. We are aware that there may be circumstances that make it difficult to attend school consistently, and we are committed to working with students and their families to address any attendance issues. We understand that student well-being and individual circumstances may impact on the students' ability to attend, and we encourage open communication between students, families, and our staff to ensure we provide the necessary support.

Drawing from guidance provided by the Department for Education (DfE) on Working Together to Improve School Attendance, we acknowledge that some students may face greater obstacles to attending school regularly. Therefore, at every stage of our efforts to improve attendance, we work closely with students, their families and local partners to identify and remove barriers to

attendance. This involves fostering strong and trusting relationships and working collaboratively to implement tailored support measures.

We recognise that improving attendance requires a collective effort, and concerted endeavour involving all teaching and non-teaching staff in the school, the Senior Leadership Team, the Trust, the Local Authority, and other local partners.

Our policies and procedures are developed in line with the recognition of the unique challenges that students with SEMH difficulties may experience. We are committed to working together with all stakeholders to create an inclusive and nurturing environment where students can thrive academically and personally. Together, we aim to overcome any barriers to attendance and ensure that all students have every opportunity to succeed academically, develop positive relationships, and enjoy their school experience. We do this by:

- Creating a warm and welcoming environment based upon the principles of nurture
- Ensuring that students feel safe
- Supporting positive relationships with staff and peers
- Making education enjoyable, interesting and appropriate to every child's needs.
- Encouraging, praising and rewarding success

### **3. National, Local and Parental Responsibilities for School Attendance**

Both the DfE and OFSTED place significant emphasis on addressing persistent absence, recognising its direct impact on academic achievement, the risk of 'not in employment, education, or training' (NEET) status, poor mental health, increased likelihood of involvement in criminal activity, and poorer health outcomes. These factors have been exacerbated by the pandemic. The shared commitment outlined in the DfE Guidance 'Working Together to Improve School Attendance' articulates a vision for effective school-level policies and practices, emphasising collaboration with Local Authorities and relevant partners.

Wakefield Local Authority aligns with this commitment to enhance school attendance and has collaborated with children, young people, families, and various stakeholders including the Education Welfare Service, Alternative Provision Team, SENART, Educational Psychology, Children's Social Care, Heads, Senior Leaders, West Yorkshire Police, and other local partners to develop an attendance strategy for all schools and academies in Wakefield.

At Enrich Academy, we wholeheartedly embrace this commitment to collaborate with the Local Authority and external partners to enhance school attendance. All members of our community - staff, students, families - share the responsibility to achieve this objective. It's imperative to recognise that parents are legally obligated to ensure their children receive a suitable full-time education, tailored to their specific needs. In cases where attendance concerns persist despite exhaustive support efforts, we will seek assistance from the Local Authority and external agencies, to develop an 'Attendance Contract' to explore alternative strategies to support attendance and educational progress. Attendance Contracts will be developed at stage 4 of the Attendance Monitoring Programme (see 7.2).

Every child of compulsory school age is entitled to a suitable and full-time education that accommodates their age, abilities, and any special educational needs. Parents bear the legal responsibility to ensure their child receives this education, through regular school attendance. In some cases, parents may opt for Elective Home Education (EHE).

Upon enrolling their child at Enrich Academy, parents assume an additional legal duty to ensure regular school attendance, with exceptions such as illness or pre-approved absences. Should parents opt for EHE, we offer advice and guidance to ensure a thorough understanding of the process and requirements. The Attendance and Enrolment Officer will liaise with parents and the Education Welfare Service to provide appropriate support and guidance for those considering EHE.

Parents will be informed of the requirement to notify the Local Authority and will receive assistance in completing the necessary documentation and forms for EHE. The child will remain enrolled at Enrich Academy until all requirements are met, and the parent formally notifies the Headteacher of their intent for EHE in writing. Upon receipt of such notification, the information will be shared with the Local Authority.

## **4. Roles and Responsibilities**

We recognise that promoting good attendance cannot be viewed in isolation. Effective strategies to enhance attendance encompass various areas, including curriculum design, behaviour management, anti-bullying initiatives, support for special educational needs, pastoral care, mental health and well-being, and efficient allocation of resources. As many of our students exhibit SEMH needs, this can lead to emotionally based school avoidance (EBSA). As such, at Enrich Academy we have invested in a significant number of staff completing training in EBSA. Our aim is to ensure that all staff have completed this training by the end of the Autumn term 2024. This will enable a deeper understanding of students' needs and support staff to identify barriers and methods to overcome them when working 1:1 with students who are not attending school.

Achieving optimal attendance is not solely the responsibility of one staff member; it requires a collective endeavour involving families all teaching and non-teaching staff and other community partners. We acknowledge that the barriers to accessing education are multifaceted and vary for each student and family. By working collaboratively with students and parents, we aim to establish strong relationships based on trust, which can be helpful when addressing any obstacles to attendance by implementing suitable support measures. This endeavour is underpinned by Wakefield's School Attendance Strategy. A Quick guide for parents, carers, schools, governors and trusts can be found [here](#). This document outlines the LA's approach to improve school attendance and is designed to be graduated, responsive and partnership based, to consider the nuances in the barriers to school attendance.

### **4.1 School Responsibilities**

At Enrich Academy we maintain accurate records of student attendance, documenting students' presence or absence during both morning and afternoon sessions. In instances of student absence, families are required to promptly notify the school, providing a reason for their non-attendance.

The school will record the absence under a particular category pre-set by the DfE (See Appendix 6).

In compliance with the new requirements for data sharing introduced through the Education (Information About Individual Pupils) (England) (Amendment) Regulations 2024, Enrich Academy actively participates in collaborative attendance data-sharing. We have granted permission for the DfE to access our Management Information System (MIS), Arbor. Additionally, we utilise the 'View Your Education Data' tool to monitor and understand attendance trends. All data collected and shared is managed in accordance with GDPR.

### **The Structure of the School Day:**

- The school day starts at 9am and finishes at 14:00
- School opens at 8:30, from 9 – 9:30 students are provided with a healthy breakfast
- Morning registration is between 9 – 9:30, registers will be closed at 9:30
- Pupils are registered on Arbor by Form Tutors when they arrive to class
  - Strategies have been implemented to ensure all staff are aware when students have arrived on site. Students are escorted to their form room by their Teaching Assistant and/ or the Behaviour Support Team
  - Relevant follow up actions are implemented if a student has arrived on site, but does not arrive to their form room
  - For students who are transported to school on the minibus, the transport escort will contact a member of the Admin Team who advises the Form Tutor via a radio call that the student has been picked up
- Afternoon registration is between 11:30 – 11:50, registers will close at 11:50
- Afternoon registers are completed by a member of the Admin Team
- Students opt to do a range of vocational subjects in the afternoon and the accuracy of afternoon registers are checked by vocational class teachers at the start of the lesson.

Every member of staff has a responsibility to promote and support attendance. If students arrive late to registration, they will be given the L code. The L code is recorded between 9:15 to 9:30. Where students arrive after registration closes, they will be given the U code. The U code is used for students who arrive after 9:30.

### **The Senior Leadership Team:**

The Senior Leadership Team (SLT) recognises that improving attendance is a crucial school leadership responsibility. To champion this cause, Lorna Wright, Assistant Headteacher ([lwright@eat.uk.com](mailto:lwright@eat.uk.com)), has been designated as the senior leader with overall responsibility for enhancing school attendance. Our vision for improving and maintaining good attendance is rooted in the belief that every child has a right to education. Many of our students have already faced disruptions in their educational journeys. At Enrich Academy, our goal is to create an environment where students feel welcomed and valued, making school a calm, orderly, safe, and supportive place where all students are eager and ready to learn. Attendance is the cornerstone of positive outcomes for all students, including their safeguarding and welfare. Regular attendance serves as a critical protective factor, providing the best opportunity to identify and address students' needs.

Therefore, the SLT are committed to rigorously and regularly using attendance data to identify patterns of poor attendance at the individual and demographic group levels. By collaborating with school staff, families, the LA, and external services, we aim to identify barriers, provide necessary support, and resolve issues, ensuring that students can attend school feeling safe and secure, thereby continuing their learning journey to reach their full potential. Together, we can initiate and foster a cultural shift among our students, families, the wider community, and external services to achieve significant improvements in attendance at Enrich Academy. The SLT will:

- Support staff in monitoring the attendance of individual pupils utilising systems that are accessible and ensure positive outcomes;
- Continually monitor the whole school and individual attendance data and implement actions and interventions to address concerns;
- Continually monitor and implement policies and strategies that support consistent school attendance;
- Regularly produce data to analyse attendance information and ensure procedures are in place to address issues;
- Implement a robust line management system that ensures all concerns are identified and addressed in a timely manner;
- Report attendance to students and families regularly;
- Implement reward systems that motivate students to attend well;
- Support teaching staff to plan a balanced and engaging curriculum that meets individual need and enables change, where necessary, through a strong focus on relationships and personal motivation;
- ensure all staff know the importance of good attendance, are consistent in their communication with students and families and receive CPD required;
- Embed positive working relationships with partner agencies and ensure that communication is timely and effective;
- Provide updates for unexplained absences to Social Care and the Youth Justice Service (YJS) for students involved with these agencies;
- Plan a programme of celebration events where pupils' achievements are recognised and families and wider stakeholders are included;
- Give attendance a high profile throughout the school;
- Monitor accurate marking of registers ensuring absences are appropriately coded;
- Monitor and evaluate progress and attendance improvements revising strategies and processes where necessary to improve efficacy;
- Report regularly to the Board of Trustees.

#### **Responsibilities of the Attendance and Enrolment Officer:**

- Monitor attendance data and share with external stakeholders such as Social Care, YJS, the Education Welfare Service (EWS) and Virtual Head, and other local Secondary Schools, where appropriate;
- Monitor continual absence data and liaise with Form Tutors to arrange 3 day absence checks after 3 continual days absence;
- Share attendance data with Form Tutors, SLT, DSL Teams and Pastoral Lead;



- Provide half termly updates of attendance data, how it impacts attainment and short term and long term consequences of poor attendance to parents. This information is to be provided in real terms i.e. not simply an attendance percentage, but should include an equivalent number of days missed. The communication will also advise parents if their child is on the Attendance Monitoring Programme and if so, what stage they are at;
- Analyse data in relation to a range of demographics to target attendance improvement student cohorts who need it most;
- Monitor Attendance Improvement Plans and Part Timetable Arrangements to reduce persistent and severe absence, and liaise with Form Tutors, DSL Team, Pastoral Lead, EWS and wider support services to remove the barriers to attendance;
- Meet with the Local Authority Education Welfare Officer (EWO) regularly;
- Take advice from EWO for appropriate actions to promote overall good attendance;
- Share information with EWO to assist their communication with families when Local Authority action is required;
- Co-ordinate arrangements for meeting with EWO and families to discuss their child's irregular attendance particularly those who are severely absent;
- Liaise with EWO to ensure appropriate action is taken by all professionals involved with the family to promote positive school attendance;
- Make formal referrals to EWO, where necessary to ensure Warnings can be issued to families in a timely manner;
- Devise Attendance Contracts in collaboration with EWO when students are at stage 4 of the Attendance Monitoring Programme.

### **Responsibilities of all staff:**

- Work to provide an environment that is welcoming and promotes good attendance;
- Ensure relationships with students are positive and individual needs are identified and addressed;
- Keep attendance displays updated with weekly attendance data and discuss the data with students and their families;
- Work with families to build positive, transparent relationships;
- Contact families regularly in the case of any absence and to recognise sustained and improved attendance;
- Ensure attendance is recorded including reasons behind any absences;
- Work with the data to address any reoccurring issues or patterns (such as the same day absence every week);
- Liaise with colleagues and be aware of any related issues;
- Promote a culture of mutual respect and ensure students are valued every day;
- Work closely with colleagues to communicate any issues that may impact attendance;
- Meet regularly with families and related professionals to address any issues affecting attendance;
- Where necessary, ensure Attendance Improvement Plans, Attendance Contracts and Part Timetable Arrangements are in place and clearly document the roles and responsibilities of

individual school staff/ families/ other professionals (including the mainstream school), and that their responsibilities are carried out;

- Complete attendance certificates ready for the Reward Assemblies and ensure families are informed when the child is going to receive a certificate.

#### **Staff responsibilities if a student does not attend:**

- In case of absence, parents are expected to contact us. If they don't a staff member from the Admin Team will contact families via text message. In addition, the Teaching Assistant attached to the students' form group will also make contact to identify barriers/ reasons for non-attendance and provide additional support to encourage attendance. This communication will be logged on Arbor. (Please note, if the student is on the Attendance Monitoring Programme, the communication should be logged on CPOMS – see 7.2). In cases where it has not been possible to contact the parent, the Absence Response Flowchart in Appendix 2 will be followed and where necessary, information will be shared with the Attendance and Enrolment Officer and/ or DSL Team for further follow up.
- On the third day of absence, if the student has not been seen, the Teaching Assistant must record this on CPOMS. The Attendance and Enrolment Officer will liaise with the Form Tutor to do a 3 day absence check during the timetabled reintegration time. Form Tutors will draw upon their knowledge of EBSA during the welfare check and strive to establish strategies to encourage attendance. All home visits, identified concerns and communications with families and external agencies will be logged on CPOMS. If there are sufficient concerns and a student is not seen or a parent/carer cannot confirm their whereabouts, a 101 call will be made to inform the police.
- If a student has been absent for 10 consecutive days, and has not been seen during this time when 3 day absence checks have been conducted, the Form Tutor and/ Teaching Assistant must inform the DSL Team. The DSL Team will liaise with the Safer Schools Police Officer and a safe and welfare check will be arranged by the Police. The DSL will also complete a CME referral to the EWS service (see 10.1).
- A Teaching Assistant will contact families at the end of the first day of absence as part of the daily debrief to ensure that any underlying issues regarding attendance are addressed in a timely manner. Working together with families is essential to ensure good attendance and only when this working relationship is effective can we manage any issues;
- If the absence continues, this will trigger the start of the Attendance Monitoring Programme (See 7.2). Where necessary, the DSL will liaise with other external services whilst monitoring attendance. A log of all follow up actions will be documented on CPOMS. The student's provision may also be reviewed at this time and discussed at a weekly provision meeting.
- The Teaching Assistant from each form group will be a consistent person for families to liaise with where there are attendance concerns. The Teaching Assistant will ensure the Form Tutor is regularly updated prior to their home visits during their reintegration time.

#### **Ongoing concerns about attendance**

If there are ongoing concerns because a student is not attending on a regular basis, support is provided through the Attendance Monitoring Programme (Section 7.2). An Attendance Improvement Plan will be developed and reviewed regularly to support ways to identify and address underlying reasons that may be contributing to non-attendance. Consideration will be

given to physical and mental health and well-being needs and SEND needs and the student will be discussed at the provisions meeting. If the identified barriers/ needs are individual, the outcome at the provisions meeting could include interventions such as, EBSA, ELSA Thrive or academic, mentoring, additional careers advice, referrals for SEND assessments and/ or observations from the SENDCO. If the needs/ barriers are wider and require a whole family response a Team Around the School (TAS) meeting may be required to identify targeted support and/ or early help. Other reasonable adjustments will also be considered and if implemented, will be reviewed regularly to monitor the impact on improving attendance.

The EWS will be informed of all students who have not attended for 10 consecutive days this update will be provided on the 10<sup>th</sup> day of absence and on a monthly basis and will include whether the students have been sighted during third day absence welfare checks. Our Safer Schools Police Partnership Officer will also be informed when students have not been seen for 10 consecutive days and will be asked to do a Police safe and well check. For our more vulnerable students such as students involved with social care, those with an EHCP, or students with safeguarding concerns, the Police safe and well check will be requested if students are not seen for 3 consecutive days.

## **4.2 Responsibilities of Parents**

- Inform school of any circumstances that may impact on attendance;
- Contact school each day your child is absent. Contact can be made through the school reception or directly to the Form Tutor or Teaching Assistant via the class mobile phone;
- Attend regular review meetings and meet with staff on request as part of our Attendance Monitoring Programme and or to review Part Timetable arrangements (see 7.2);
- Arrange holidays out of term time;
- Actively promote good attendance by encouraging and supporting your child to attend;
- Communicate regularly with your child's Form Tutor, informing them of any change in circumstance that may affect your child's attendance. Parents can also contact the DSL Team, the Attendance and Enrolment Officer or SLT if you have serious concerns about your child's attendance to help us to understand your child's barriers to attendance;
- Make medical or other appointments out of school time unless unavoidable;
- Provide medical evidence if your child's physical or mental health is preventing them from attending school for recurring or extended periods and seek professional and/ or medical support;
- Seek permission from the Headteacher for absences to be authorised. In some cases, students may be authorised to be absent from school at the discretion of the Headteacher. This may include:
  - The student participating in regulated performances, including theatre, film or television work and modelling; The student is attending an interview; The student is participating in a sporting event; Children from Gypsy, Roma, Traveller and Fairground and Circus Families that have left the area for work purposes;
- Work with staff to implement agreed strategies and actively promote good attendance;
- Engage with formal support when it is offered including Attendance Improvement Plans and Attendance Contracts to assist improvements with attendance.

### **4.3 Responsibilities of Students**

To promote good attendance students will:

- Attend school punctually and regularly
- Follow the expectations of the trust
- Hand in any letters of absence or requests for known absence to their Form Tutor (including pre-arranged medical appointments)
- Not take holidays in school time

### **4.4 Responsibilities of the Local Authority**

Wakefield Local LA attendance strategy outlines clear responsibilities for the LA in promoting good school attendance, enhancing achievement, fostering social well-being, and facilitating positive long-term outcomes for students. Committed to these objectives, we are dedicated to implementing proactive measures aimed at effectively addressing attendance challenges. Our approach is firmly rooted in the collaborative ethos articulated within the Local Authority's attendance strategy, placing emphasis on close cooperation with pertinent partners and stakeholders. In our endeavour, we aim to cultivate a supportive and nurturing environment that fosters positive attendance behaviours and contributes to the holistic development of our students.

## **5. The Importance of Good Attendance**

Wakefield LA places a strong emphasis on recognising and celebrating good attendance. At Enrich Academy, we firmly believe that regular school attendance is crucial for academic progress, social integration, and personal development. We acknowledge that some students may encounter difficulties that affect their attendance, and we are committed to providing the necessary support to help them overcome these challenges.

To encourage and reward positive attendance, we have established a system that acknowledges and celebrates students who demonstrate consistent effort and improvement. Students who maintain an attendance rate higher than 80% or who have shown a significant increase of at least 15% in their attendance compared to the previous school attendance will be eligible to attend our rewards trip. The location of the trip is decided by student voice. In addition to this all students who achieve 100% attendance each week can order a sandwich from a local café. The purpose of these rewards is to reinforce the importance of regular attendance and the positive impact it has on their educational journey.

By setting high expectations for attendance and providing targeted recognition, we aim to foster a positive culture where attendance is valued, and students are motivated to engage actively in their education.

We provide a healthy breakfast at Enrich as we know that this starts the day positively and students can then focus and learn. If the student is late, then an important part of the day is missed. Therefore, we also have high expectations for punctuality and where possible provide support with transport to ensure students arrive on time.

We also have an established student council to give students agency in how they would like to see school improve. This helps to ensure school is a place where they want to be and lays the foundations of securing good attendance.

We aim to ensure that all students recognise the importance of good attendance and punctuality for the next stage of their education or training as it is a vital life skill.

## **6. Persistent Absence (PA) and Severe Absence (SA)**

The Government identifies persistent absence as any student who has attendance of less than 90% and severe absence as any student who has attendance of less than 50%. Enrich Academy recognises these figures and aspires to set this standard for all students. However, personalised attendance targets are adjusted dependent on the needs of the individual student. Individual attendance goals are set for students based on their previous schools attendance. These goals are reviewed on 1/2 term basis and once achieved further incremental increases (usually 15%) are added to ensure continual improvements.

## **7. Attendance Improvement Strategy**

To prevent a student's attendance from falling below an acceptable level and to improve poor attendance, we implement a variety of strategies designed to re-engage students and overcome barriers to regular attendance. Some examples of these strategies include:

- Daily first response text message service
- First day calls
- Liaising with other agencies
- Bespoke/ transition timetables
- Home visits
- EBSA trained staff
- Support from the EWS
- Half term rewards for good attendance or an attendance increase of 15% or more from the previous school attendance
- Weekly rewards for 100% attendance
- Rewards assemblies
- Discussing attendance data with students and families
- Attendance Monitoring Programme
- Motivational interventions

### **7.1 Procedures to Improve Attendance**

At Enrich Academy, we implement a four-stage programme to encourage and promote good attendance and punctuality. This programme has been developed in line with Wakefield Attendance Strategy: Universal Attendance Procedure Flow Chart. We also provide support to parents to ensure their child's attendance is exemplary.

### **7.2 Attendance Monitoring Programme**

#### **Stage 1 - Informal monitoring; Absence Response**

Staff will follow the Absence Response flowchart (Appendix 2);

- Attendance and Enrolment Officer will advise the Form Tutor and Teaching Assistant that the student is required to move to stage 1 of Attendance Monitoring Programme and will make a 'stage 1' log on CPOMS, send a letter to parents (see Appendix 7) and provide the Form Tutor and Teaching Assistant with a copy of the letter via email.
- Teaching Assistant to make phone call home as part of the daily debrief and will ascertain reasons for absence and identify barriers that can be easily removed.
- Teaching Assistant and Form Tutor to discuss the information gathered during the phone call and agree on the next steps to improve attendance. This discussion and the next steps will be logged on CPOMS as an action to the 'stage 1' entry.
- Form Tutor to visit the student and their family during timetabled reintegration for 3 day absence check.
- Form Tutor to record this welfare check the identified barriers, actions for school staff, student and families and targets set as a further action to the 'stage 1' entry on CPOMS
- If appropriate, the Form Tutor can refer to DSL team

If further interventions are required because there has been no improvement in attendance, the Attendance and Enrolment Officer will advise the Form Tutor and Teaching Assistant that the student will move to stage 2 of the Attendance Monitoring Programme:

### **Stage 2 - Meeting – Form Tutor to meet with families and student**

- Attendance and Enrolment Officer will make a 'stage 2' log on CPOMS, send a letter to parents advising that the student has moved to stage 2 (see Appendix 7) and provide the Form Tutor and Teaching Assistant with a copy of the letter via email.
- Form Tutor to make phone call home to arrange a formal meeting which ideally, will take place at school. The purpose of the meeting is to develop a formal plan to improve attendance.
- Form Tutor to log the phone call on CPOMS as an action to the 'stage 2' entry.
- Form Tutor to chair the meeting and record the identified barriers, actions for school staff, student and families and targets set on an Attendance Improvement Plan (see Appendix 4). Form Tutor to log the meeting as a further action to the 'stage 2' entry on CPOMS and attach the Attendance Improvement Plan to the log.
- If appropriate, the Form Tutor can refer to DSL team and/ or make a referral through Provision Map
- The Attendance Improvement Plan will be reviewed after an agreed period of time and successful outcomes will be measured and recorded under the review section of the plan.
- The Form Tutor and Teaching Assistant will remain in contact with the student and their parent/ carer for the duration of the agreed time period. Each time contact is made a log will be made under 'attendance monitoring' on CPOMS.

If further interventions are required because there has been no improvement in attendance, the Attendance and Enrolment Officer will advise the Form Tutor and Teaching Assistant that the student will move to stage 3 of the Attendance Monitoring Programme:

### **Stage 3 - Meeting – Member of DSL team to meet with families and student**

- Attendance and Enrolment Officer will make a 'stage 3' log on CPOMS, send a letter to parents advising that the student has moved to stage 3 (see Appendix 7) and will provide the Form Tutor and Teaching Assistant with a copy of the letter via email.
- Attendance and Enrolment Officer to make phone call home to arrange a formal meeting which will ideally, take place at school. The call to arrange the meeting will be logged on CPOMS as an action to the 'stage 3' entry.
- Following the meeting, the Attendance and Enrolment Officer or DSL who attended the meeting will complete a referral on Provision Map to access additional support and/ or change of educational offer to support an increase in their attendance.
- Discussions and actions from the Provisions meeting, which is attended by SLT, DSL, Behaviour Intervention Lead, Pastoral Lead and SENDCO, and the discussion at the meeting with the parent, student and DSL will be formulated into an Attendance Improvement Plan by the DSL, will be discussed with the parent and logged on and attached to CPOMS as a further action to the 'stage 3' entry.
  - o The Attendance Improvement Plan may include making referrals to external agencies, Team Around the School, implementing internal interventions and/or developing a personalised timetable. Dependant on the nature of the non-attendance, a risk assessment or liaison with the SENDCO to identify unmet needs may also be required to identify strategies to feed into the Attendance Improvement Plan
- Form Tutors will access Provision Map for updates of these discussions following the provisions meeting. The DSL will share the Attendance Improvement Plan with the Form Tutor.
- The Form Tutor will remain in contact with the student and their parent/ carer through 3 day absence checks and the Teaching Assistant will remain in contact as part of the daily debrief. Each time contact is made a log will be made under 'attendance monitoring' on CPOMS.
- The Attendance Improvement Plan will be put into action and monitored by the DSL. Each time the DSL makes contact a log will be made under 'attendance monitoring' on CPOMS.
- The DSL will review after an agreed period of time and successful outcomes will be measured and recorded under the review section of the plan.
- The outcomes of the Attendance Improvement Plan will be reported back to the provisions meeting by the DSL, and next steps will be discussed.

If further interventions are required because there has been no improvement in attendance, this will be agreed at the Provisions meeting and the Attendance and Enrolment Officer will advise the Form Tutor and Teaching Assistant, that the student will move to stage 4 of the Attendance Monitoring Programme and will make a 'stage 4' log on CPOMS:

### **Stage 4 - Meeting – Assistant Headteacher/ Inclusion Manager, Education Welfare Officer (EWO) to meet with families and student to develop an Attendance Contract**

An Attendance Contract is a formal written agreement between a parent and the school to address irregular attendance. Although the Attendance Contract is not legally binding, it allows a more formal route to engagement with support services when earlier stages of the Attendance Monitoring Programme have not been effective or is not deemed appropriate. An Attendance

Contract is not a punitive tool, it is intended to provide support and offer an alternative to prosecution. Parents cannot be compelled to enter an Attendance Contract, and they cannot be agreed in a parent's absence. We will always explore an Attendance Contract before considering an Education Supervision Order or prosecution.

To develop an Attendance Contract:

- Inclusion Manager/ Assistant Headteacher to make phone call home to arrange a formal meeting which will ideally, take place at school. The call to arrange the meeting will be logged on CPOMS as an action to the 'stage 4' entry.
- The Attendance and Enrolment Officer will complete a referral to EWS, invite the EWO to attend the meeting and log the referral on CPOMS.

At the meeting:

- The Assistant Headteacher/ Inclusion Manager will explain the purpose of an Attendance Contract and why using one will be beneficial in the family's circumstances.
- The parents/ carer will be asked to outline their views on:
  - Their child's attendance at school
  - Any underlying issues and how they believe these should be addressed.
  - The idea of an Attendance Contract and what type of support they think would be helpful to secure regular attendance.
- If the parent fails to attend the meeting the Assistant Headteacher/ Inclusion Manager will make further attempts to rearrange another meeting and will record all attempts as actions on the 'stage 4' log on CPOMS.
- If necessary, separate Attendance Contracts can be developed for each parent.
- Following the meeting, the Inclusion Manager/ Assistant Headteacher will make a log as an action on the 'stage 4' log and will attach the Attendance Contract.
- Following the meeting, the Inclusion Manager/ Assistant Headteacher may complete a referral on Provision Map to access additional support and/ or change of educational offer to support an increase in their attendance.
- Where necessary, internal supports and interventions will be implemented, the EWO will continue to provide support to the student and their family and further referrals to external services may be made.
- The Attendance Contract can remain in place from 3 – 12 months and will be monitored and reviewed regularly by the Attendance and Enrolment Officer in consultation with the Inclusion Manager/ Assistant Headteacher. These reviews will be recorded on the review section of the Attendance Contract and will be updated on CPOMS under 'attendance monitoring'.
- Where necessary, further discussions will take place in Provisions meetings following the review of the Attendance Contract.
- Form Tutors will access Provision Map for updates of these discussions following the provisions meeting.
- The Form Tutor will remain in contact with the student and their parent/ carer through 3 day absence checks and the Teaching Assistant will remain in contact as part of the daily debrief. Each time contact is made a log will be made under 'attendance monitoring' on CPOMS.



## 8. Interventions to Support Attendance

### 8.1 Emotionally Based School Avoidance (EBSA)

Emotionally Based School Avoidance (EBSA) describes children and young people who struggle to attend school due to emotional factors. The challenges associated with school non-attendance are extensive and can negatively impact long-term outcomes, including reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress, and diminished employment opportunities.

By the end of the Autumn term, all staff at Enrich Academy will have completed training in EBSA. This ensures they understand how to support students whose attendance is affected by emotional factors and can identify barriers and methods to overcome them when working one-on-one with students who are not attending school.

This approach aligns with Wakefield Local Authority's strategy for addressing attendance difficulties linked to EBSA. In partnership with the LA, we aim to identify the underlying needs and barriers for our students experiencing anxiety to ensure evidence-based support and interventions are implemented.

### 8.2 Personalised Timetables

At Enrich all teaching and non-teaching staff have responsibility for the care of students who are struggling to access learning. We recognise however, that at certain stages students may struggle to access education as a result of their SEMH needs. Attempts to adapt the curriculum, implement interventions and seek support from external services may not have been successful in improving the student's attendance. In these instances, the Assistant Headteacher may consider that a personalised timetable is an appropriate means of support to ensure they are still able to access education whilst experiencing difficulties. A 'Part Timetable Arrangement' (Appendix 5) is made for all students with a personalised timetable. Part Timetable Arrangements are reviewed every 6 weeks by Form Tutors, are discussed with the student and their parent/ carer and updates are provided to staff members who attend the provisions meeting.

Examples of when a personalised timetable may be appropriate include:

- To support mental health needs
- To support medical needs (other than mental health)
- Pregnancy/ Young parent
- Staged Re-integration (new school)
- Staged Re-integration (attendance issues)
- Staged Re-integration (return from custody)
- To focus on specific curriculum areas
- To re-establish/ develop relationships with staff/ peers
- To manage risks
- To support emotional well being

If the Assistant Headteacher considers a personalised timetable is appropriate, a clear plan for this should be completed. This plan and the reasons for it, will be discussed with families and the student along with the arrangements for its regular review.

The aim of any change in timetable will always be to support the student so that they can return to full time education as soon as possible. The duration will however, depend on the needs of the individual but will remain in place for the shortest time necessary. When students are not expected to attend the C2 code will be used.

### **8.3 Reintegration Groups**

For students with a history of attendance issues, we identify them as part of a 'reintegration group'. This designation is not a separate group but serves to alert Form Tutors and Teaching Assistants that these students need additional support to attend school regularly. Form Tutors have dedicated reintegration group time in their timetables. This time is used to maintain contact with these students as a stepping stone to encouraging consistent school attendance. Activities during this time can include 3 day absence checks, home visits or meetings in community settings such as libraries to provide work, complete baseline assessments, build relationships, and learn about the students' hobbies and interests. Form Tutors may also oversee the completion of online learning tasks, provide feedback to students on work they have completed, and provide transport to our Enterprise Campus to encourage participation in vocational classes. Additionally, Form Tutors work to identify barriers to attendance, explore necessary interventions, and consider whether a personalised timetable could be beneficial. They also discuss attendance goals and inform students about incentives and rewards that can be achieved if they reach their goal. The aim of these efforts is to promote students' active participation and rekindle their interest in education. By providing tailored support in this way, Form Tutors can establish meaningful connections with students at risk of disengagement due to poor attendance. This approach fosters a more engaging and inclusive learning environment, ensuring a smooth transition back into education and helping students reengage with the educational process.

### **8.4 In School Support**

At Enrich Academy, we provide a range of support to address barriers to attendance and support our students' needs, we offer a range of targeted interventions within the school. These include programs like EBSA and Emotional Literacy Support Assistant (ELSA) sessions, designed to help students manage their emotional and social challenges. Additionally, we utilise the Thrive approach to support students' social and emotional development, providing tailored interventions that address specific emotional needs. For those requiring academic support, we offer mentoring programs that provide personalised guidance and encouragement, alongside additional careers advice to help students explore future pathways and stay motivated in their studies. We also facilitate referrals for SEND assessments and observations by the SENDCO to ensure that any learning difficulties or additional needs are identified, and teachers are supported to address them appropriately. These comprehensive support measures are integral to creating an inclusive and supportive school environment, helping to remove barriers to regular attendance and promoting overall student well-being and success.

### **8.5 External Support**

When the needs or barriers to attendance extend beyond the school environment and require a comprehensive family-focused response, we may convene a Team Around the School (TAS) meeting. This meeting serves to identify and coordinate targeted support, as well as to explore potential early help interventions. In cases where specialised assistance is needed, we proactively liaise with and make referrals to external agencies. These partnerships are crucial in developing

and implementing effective Attendance Improvement Plans. We collaborate closely with the Education Welfare Service to ensure legal and practical support in addressing attendance issues. Additionally, we engage with organisations like St Giles for community support, Early Help for holistic family services, and Yorkshire Mentoring Services for personalised student mentoring. By integrating these external resources, we aim to provide a comprehensive support network that addresses both the immediate and underlying factors affecting student attendance, ultimately fostering a more supportive and conducive learning environment.

## 9. Transition Timetables

At Enrich Academy, we recognise that students may require a unique approach to attendance during their transition period when they first start with us. Our attendance policy aims to support these students by providing a flexible framework that addresses their individual needs while ensuring their educational progress and social development.

If required, a transition plan will be developed collaboratively with the student, their family, the referring school, and a staff member from the DSL team. This plan will be outlined in a Part Timetable Arrangement for an anticipated duration (up to 4 weeks) and gradual increase of attendance hours based on the student's readiness and capacity to engage in learning and the wider school community. This will be assessed on an individual basis, considering the students' specific needs and circumstances. Where appropriate, we will actively involve external support networks to provide additional support to students and facilitate a successful transition.

As with part timetables, transition plans are monitored and reviewed regularly to assess the effectiveness and make necessary adjustments to support the student's successful integration at Enrich. During transition the C2 code will be used for times when the student is not expected to attend.

## 10. Children Missing in Education (CME)

Children missing in education are children of compulsory school age who are not registered pupils at a school and are not receiving a suitable education other than being at a school (for example, at home or in alternative provision). Children missing in education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and having NEET status later in life. All pupils at risk of CME are reported to the Local Authority in line with relevant guidance within agreed timescales. Further information on Wakefield CME Guidance for Schools can be found [here](#). There are many circumstances where a child may become missing from education. It is vital that local authorities make judgements on a case-by-case basis. This may include children from the following vulnerable groups below (this list is not exhaustive):

- Students at risk of harm/neglect
- Children of Service Personnel
- Missing children and runaways
- Children and young people supervised by the Youth Justice System
- Children of new migrant families
- Children of Gypsy, Roma Traveller Families

Effective information sharing between parents, schools and LAs is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Effective intervention should be at the earliest opportunity in the lives of vulnerable children to help prevent poor outcomes.

## **10.1 Action school will take regarding CME**

At Enrich Academy we appreciate that the LA has a statutory duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. The school will support the LA in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll. We understand that it is essential that the DSL contact the Wakefield Education Welfare Service and complete a CME referral to inform them where any student has been absent for 10 consecutive days without a reason being provided for the absence. In line with Wakefield Education Welfare Service CME guidance for schools (September 2020) and Department for Education Children Missing in Education Guidance, Enrich Academy will make reasonable enquiries (see 4.1, staff responsibilities if a student does not attend and Appendix 2 – absence response) to locate the child in line with the School's duty under section 10 of the Children's Act 2004.

Reasonable enquiries to find the child include:

- Checking with all members of staff who the child/young person may have had contact with
- Checking with the student's friends, siblings, and known relatives
- Checking with other professionals who may be involved or have had contact with the pupil or family
- Making telephone calls to any numbers held/ identified including emergency contacts
- Sending a letter to the last known address
- Carrying out home visits at different times to check who is at the home address and other known addresses and check with neighbours and known friends
- Asking for the address the family is moving to
- Requesting copies of flight information, if appropriate

This list is not exhaustive or prescriptive and each case will be considered on its individual merits ensuring all the facts of the case have been taken into account. Additional enquiries to those above may be necessary. If there is reason to believe a child is in immediate danger or at risk of harm, a DSL will make a referral to Children's Social Care and Police, if appropriate.

## **11. Attendance Rewards**

We understand how important it is that students attend and are punctual every day. We work to ensure that our students understand this also and that they attend school because they are aware of the benefits to them.

Our reward system is in place to further motivate students and to demonstrate the benefits of school attendance. The rewards available could include:

- Regular postcards and phone calls home to ensure families are kept informed
- Half termly reward trips for meeting their individual attendance goal
- Half termly rewards for best form attendance
- Weekly rewards for 100% attendance
- Weekly incentives for best form attendance

- Promoting competition by comparing the attendance of form groups and rewarding the winning form.
- Certificates for good and improved attendance at rewards assemblies
- Considering personalised motivational strategies that will work for individuals.

Attendance data is provided to Form Tutors on a weekly basis. Form Tutors are expected to share this data with students and ensure it is displayed in form rooms (See Appendix 3) to actively promote attendance with the students in their form. At Enrich Academy, we aim to ensure students know their attendance percentage and how good attendance can enhance their learning and improve their outcomes.

At Enrich, we believe that implementing a rewards system can significantly contribute to improving attendance. By offering incentives and recognising their attendance efforts, students are motivated to attend school regularly. The positive reinforcement not only acknowledges their commitment to attending classes but also reinforces the importance of regular attendance. Additionally, the rewards system assists in creating a sense of belonging and community, as students strive to win best form attendance and encourage peers to attend regularly to achieve this. Ultimately, by fostering a supportive and rewarding environment, students are more likely to develop a habit of attending school consistently, leading to improved educational outcomes and increased overall engagement.

## 12. Appendices

### Appendix 1 – Daily Arrival and Registration Procedure

Attendance		
Time	Action	Staff
8:30-9:00	<ul style="list-style-type: none"> <li>Duty staff member on the gate meets and greets students as they arrive on school grounds</li> <li>Students are screened with a wand by the Behaviour Support Team and hand in items such as phones, vapes etc</li> <li>A Member of the Admin Team signs the student in on the Inventory system</li> <li>Once items have been handed in, behaviour support will announce the students' arrival over the radio and duty staff will escort students to the social area</li> <li>Form Tutors and TAs prepare classrooms for nurture breakfast</li> <li>For students who are transported to school on the minibus, the escort on each bus will contact the Admin Team who then makes a radio call to inform Form Tutors that the student has been collected (this avoids L/ U codes being used unnecessarily)</li> </ul>	Duty Staff/ Behaviour Support Team/ Admin Team/ Transport Escorts
9:00-9:15	<ul style="list-style-type: none"> <li>At 9:00 duty staff escort students from the social area to their form rooms</li> <li>Form Tutors are in form rooms with an activity set up and breakfast prepared for students as they arrive.</li> <li>Form Tutors have logged into Arbor and all students are marked as absent.               <ul style="list-style-type: none"> <li>For students with a part timetable who are not expected to attend the morning session, the C2 code is entered</li> </ul> </li> <li>As students continue to arrive, Behaviour Support communicate with Form Tutor and TAs over the radio and TAs meet the students in their form and escort them to class</li> <li>Member of the Admin Team continues to sign students in on Inventory</li> <li>On arrival to class, the Form Tutor changes the mark to present (/)</li> <li>As students continue to arrive, TAs leave the classroom to meet students at the student entrance and escort them to their form room</li> </ul>	Duty Staff/ Form Tutor/ TAs/ Admin Team/ Behaviour Support Team

9:15-9:30	<ul style="list-style-type: none"> <li>• Same process as above, however, from 9:15 when the student arrives, the attendance code should be changed to L</li> </ul>	Form Tutor
9:00-9:30	<ul style="list-style-type: none"> <li>• Behaviour support to remain in meet and greet area until 0930</li> <li>• Students arriving between 9:00-9:30 are escorted to class by TA who will be called for over the radio as students arrive</li> </ul>	Behaviour Support/ TAs/ Form Tutors
9:30	<ul style="list-style-type: none"> <li>• Member of the admin team to announce registration is closing and remind form tutors to update their registers</li> </ul>	Admin Team/ Form Tutors
9:40	<ul style="list-style-type: none"> <li>• Absence texts sent to parent/carers (on Arbor) at 9:40 by Admin Team</li> </ul>	Admin Team
<b>Late arrivals (after 9:30am):</b>		
<ul style="list-style-type: none"> <li>• Reception calls for behaviour support over the radio to meet the student at the side entrance</li> </ul>		
<ul style="list-style-type: none"> <li>• Student screened with wand and any items handed in</li> </ul>		
<ul style="list-style-type: none"> <li>• Student enters via student entrance and member of Admin Teams signs them in on inventory and changes attendance code to U on Arbor</li> </ul>		
<ul style="list-style-type: none"> <li>• Admin Team sends text message home that student has arrived in school</li> </ul>		
<ul style="list-style-type: none"> <li>• Behaviour Support to escort student to lesson or calls for TA to collect the student from the side entrance and escort them to class.</li> </ul>		
<ul style="list-style-type: none"> <li>• Form Tutor receives student.</li> </ul>		

## Appendix 2 – Absence Response Flowchart for Enrich Academy

Days Absent	Contact Made	Contact not made	Additional action
1	<p>Phone call made to parent/carers by Teaching Assistant and contact entered onto Arbor</p> <p><b>NB if student is on Attendance Monitoring Programme (AMP), contact is logged under 'attendance monitoring' on CPOMS</b></p> <p>If contact is made, staff will establish the reason for absence and a return date and will document this on Arbor (CPOMS for students on AMP)</p> <p>If the call is made early and there is no valid reason for absence, where possible, arrangements should be made for the student to come to school.</p> <p>If reason for absence seems questionable DSL to be informed and recorded on CPOMS</p>	<p>A voicemail is left for families asking them to contact school. If not, they will contact them again tomorrow.</p>	<p>Any students at section 17/47/LAC/involved with YJS – DSL to be informed, who will then contact the social worker and/or YJS key worker.</p> <p>Attendance and Enrolment Officer to consider placing the student on the Attendance Monitoring Programme based on the number of occasions and days absent.</p>
2	<p>Phone call made to parent/carers by Teaching Assistant and contact is entered onto Arbor (CPOMS for students on AMP).</p> <p>If contact is made, staff will establish the reason for absence, identify any barriers to regular attendance and a return date and will record on Arbor (CPOMS for students on AMP)</p> <p>If the call is made early and there is no valid reason for absence, where possible, arrangements should be made for the student to come to school.</p>	<p>Contact not made on day 1 and day 2 a further voicemail is left expressing concern and that a further attempt will be made to contact second contact/extended friends and family. This will be logged on Arbor documenting the specific details of the voicemail that was left (CPOMS for students on AMP).</p> <p>Staff member to discuss with DSL and record on CPOMS if there are any concerns at this stage.</p>	



	<p>If absence seems questionable DSL to be informed and recorded on CPOMs</p>	<p>Form Tutor and Teaching Assistant should also speak with the student's friends, family who attend school to ask if they have seen or spoken to the student.</p>
3+	<p>Phone call made to parent/carers by staff member. If contact is made, staff will establish the reason for absence, identify any barriers to regular attendance and a return date and will record on Arbor (CPOMS for students on AMP).</p> <p>If the call is made early and there is no valid reason for absence, where possible, arrangements should be made for the student to come to school.</p> <p>If absence seems questionable DSL to be informed and recorded on CPOMs</p>	<p>Contact not made on day 1 and day 2 a further voicemail is sent expressing concern as student has not been in school and we have not been able to establish contact with all contact numbers available. Therefore a 3 day absence check will be arranged. A further attempt should also be made to contact second contact and extended friends and family. If no contact is made on 3<sup>rd</sup> continuous day, this should be recorded on CPOMs</p> <p>TA to inform Form Tutor that contact has not been made for 3 days and a 3 day absence check is required</p> <p>Attendance and Enrolment Officer to liaise with form Tutor to arrange 3 day absence check to sight the student.</p> <p>Attendance and Enrolment Officer will liaise with DSL and begin Child Missing in Education process after 10 consecutive days of absence and Liaise with Safer School Police Officer to conduct a Police safe and well check. Where necessary, make referral to Wakefield Education Welfare Service.</p>

### Appendix 3 - Attendance Rewards

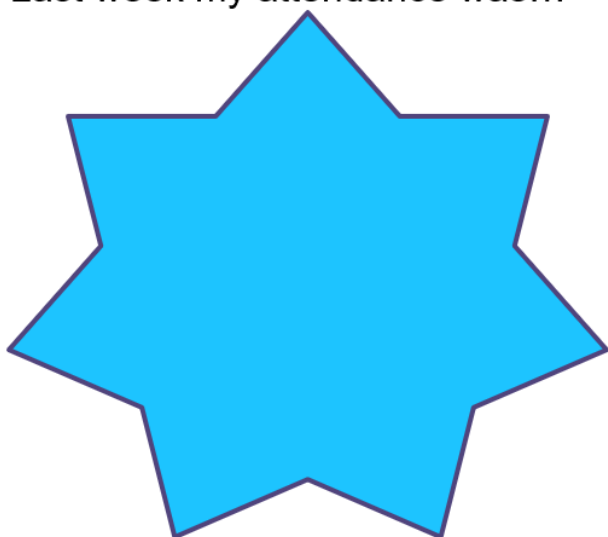
Students can earn rewards for attendance by ensuring they have 80% attendance or an increase of 15% when compared to their previous school attendance.

To celebrate achievement, we reward our students half termly for:

- 80% attendance
- 15% increase in their attendance
- Reaching an attendance target on their Attendance Improvement Plan
- Best form attendance



Last week my attendance was...



My attendance goal is...

My previous school  
attendance was...

## Appendix 4 (i) – Attendance Improvement Plan

The purpose of the Student Attendance Improvement Plan is to identify the reason(s) for a student's low attendance, document the steps taken by the school, and agree the plans necessary to improve the student's future attendance. Review dates are a maximum of 4 weeks.

Student Name:		Parent/Carer Name:	
Stage: (2 – to be completed by Form Tutor 3 – to be completed by DSL)		Date of Plan:	
		Review Date:	
Current Attendance:		Attendance Target:	
Current barriers/reasons for non-attendance:			
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			
Actions:			
Staff	Parent/carers	Student	Other
Review:			
Attendance on review		Review Date	
Staff sign		Student sign	
Parent sign		Assistant Headteacher sign	

## Appendix 4 (ii) – Attendance Contract

This is a formal agreement between a parent and the school to address irregular attendance. The Attendance Contract is not legally binding, the purpose is to formalise engagement with support services and offer an alternative to legal action and prosecution.

Student Name:		Parent/Carer Name:	
Date of Contact:		First Review Date of Contact:	
Current Attendance:		Attendance Target:	
<b>Parent's views:</b> The Attendance Contract Their child's attendance at school Underlying issues and how they should be addressed The type of support they think would be helpful to secure regular attendance			
<b>Student's Views</b> Current barriers Reasons for non-attendance:			
<b>SLT's Views</b> Purpose of the Attendance Contract Reasons why using one will be beneficial in the family's circumstances:			
<b>Actions and next steps:</b>			
In school support available:	Referrals to be made: (inc. LA, other external services, community groups & voluntary organisations)	Parent agreement to commit to:	Student agreement to commit to:
To be co-ordinated by:	To be completed by:	Signed:	Signed:
<b>Review:</b>			
Success Outcomes:		Even better if:	
<u>Review 1:</u>		<u>Review 1:</u>	
Copies of Attendance Contract given to: (Redistribute after each review date)			
First review date & attendance on review		Second review date & attendance on review	

Third review date & attendance on review		Fourth review date & attendance on review	
Fifth review date & attendance on review		Sixth review date & attendance on review	
Seventh review date & attendance on review		Eighth review date & attendance on review	
Ninth review date & attendance on review		Tenth review date & attendance on review	

## Appendix 5 – Part Timetable Arrangement

### Enrich Part Time Timetable Plan

Stage:

Date of birth:

Gender

Tutor group:

Year group:

House:

Teacher:

Start date:

Review date:

Plan number:

### Rationale

#### Rationale behind part-time education for this pupil:

Please check 3:	Notes
To support mental health needs	
To support medical needs (other than mental health)	
Pregnancy/Young parent	
Staged Re-integration (new school)	
Staged Re-integration (attendance issues)	
Staged Re-integration (return from custody)	
To focus on specific curriculum areas	
To re-establish/develop relationships with staff/peers	
To manage risks	
To support emotional well-being	
Other, Please Specify	

#### Type of education being provided outside of school during school hours

### Educational Provision

Type	Notes
Outreach Provision	
EBSA Support	
ELSA Support	
Self Study (online)	
Independent Learning	
Alternative Provision (e.g. Keats)	
Reintegration Student	
Online lesson with teacher (parent to facilitate)	

### Details

Discussion held with DSL team:

Discussion held with SEND team:

## Time Table Details

	Monday	Tuesday	Wednesday	Thursday	Friday	No. of hours in school	No. hours provided outside of school	Brief Overview of weekly progress
Week 1: Expected start and finish times								
Week 2: Expected start and finish times								
Week 3: Expected start and finish times								
Week 4: Expected start and finish times								
Week 5: Expected start and finish times								
Week 6: Expected start and finish times								

## Plan Checklist

1. Has been discussed with the pupil and parent/carer: necessary:
2. Has a clear start and end date: . . .
3. Is for a limited time and is for no longer than is necessary:
4. Is part of a reintegration strategy:
5. Is in conjunction with multi-agency assessments, PSP, MSP or OPP:
6. Complies with Health and Safety when pupil not in school:
7. Provides appropriate work that is marked:
8. Has clear achievable targets:
9. Has SENART or Social Worker & Virtual School approval if pupil has an EHC Plan or PEP (as appropriate):
10. Pupil marked as **C2 in the register** when at home:

## Risk Assessment

### Hazards

Hazards Identified	Person at Risk	Evaluation - High Level of Risk	Evaluation - Medium Level of Risk	Evaluation - Low Level of Risk	Control Measures (actions required to prevent risk)	Action Required What/When/Who
CVE						
Substance misuse						
Contextual						
Domestic						
Adequate Supervision						

Student and Parent Contributions

Parent View: What's going well

Parent View: Even better if

Student View: What's going well

Student View: Even better if

Provisions

Name	Area of concern	Wave	Start date	End date	Session frequency	Session length
------	-----------------	------	------------	----------	-------------------	----------------

Signatures

Enrich Staff Member

Signed

Date

Parent

Signed

Date

Student

Signed

Date



## Appendix 6 - Attendance Codes and when to use them

If a child arrives after registers close at 9:30, they be marked with an L code.

If a child is absent, families should inform the academy of the reason for the absence.

Enrich Academy will record the absence under a particular category pre-set by the Department of Education (DfE). The DfE has access to a live feed of these attendance codes.

All calls and communications are appropriately recorded. If the parents do not provide a reason for absence, a text will be sent to notify the parents of their child's absence by 9:40 A further follow up call will be made by Teaching Assistants at the end of the school day. If contact cannot be made, a 3 day absence check will be carried out (See appendix 2).

The highlighted codes below reflected the changes to codes/ new codes in line with the 'Working Together to Improve School Attendance' guidance.

### The following codes are used to record attendance in school:

Code / \: Present at the school / = morning session \ = afternoon session

Code L: Late arrival before the register is closed

### The following codes are used to record attendance a place other than the school:

**Code K:** Attending education provision arranged by the local authority

Code V: Attending an educational visit or trip

Code P: Participating in a sporting activity

Code W: Attending work experience

**Code B:** Attending any other approved educational activity arranged by the school (e.g. Alternative Provision, remote education) *Notes to be added to register e.g. attending taster days at another school; attending courses at college; attending alternative provision arranged by school; studying online between 10am – 11am).*

Code D: Dual registered at another school

### The following codes are used to record the reason for a pupil being absent with leave (authorised absence):

**Code C1:** Participating in a regulated performance or undertaking regulated employment abroad.

Code M: Attending a medical or dental appointment

**Code J1:** Attending an interview for employment or for admission to another educational institution

Code S: Study Leave

Code X: Non-compulsory school age pupil not required to attend school

**Code C2:** Not expected to attend on a part timetable

Code C: Exceptional circumstances (e.g. maternity/ paternity leave, compassionate leave)

Code T: Parent travelling for occupational purposes (e.g. Gypsy, Roma, Traveller families)

Code R: Religious observance

Code I: Illness (not medical or dental appointment)

Code E: Suspended or permanently excluded and no alternative provision made

**Code Q:** Unable to attend because of a lack of access arrangements (e.g. Taxi not available)

**Code Y1:** Unable to attend due to transport normally provided not being available (e.g. school minibus not available – if this is the usual way they are transported to school and they live more than 3 miles away)

**Code Y2:** Unable to attend due to widespread disruption to travel (e.g. local, national, or international emergency)

**Code Y3:** Unable to attend due to part of the school premises being closed

**Code Y4:** Unable to attend due to the whole school site being unexpectedly closed (e.g. due to adverse weather)

**Code Y5:** Unable to attend as pupil is in criminal justice detention

*Note: YJS must be contacted if this code is used*

**Code Y6:** Unable to attend in accordance with public health guidance or law

**Code Y7:** Unable to attend because of any other unavoidable cause (e.g. something in the nature of an emergency has prevented the pupil from attending school)

**The following codes are used to record the reason for a pupil being absent without leave (unauthorised absence):**

Code G: Holiday not granted by the school

*Note: H code is no longer in use as schools are no longer able to authorise family holidays during term time*

Code O: Reason for absence unknown

Code U: Arrived in school after registration closed

**The following codes are used for administrative purposes:**

Code Z: Prospective pupil not on admission register

Code #: School closed to pupils

It is the responsibility of form tutors to ensure that registers are completed correctly. This will be monitored by the Attendance and Enrolment Officer and Assistant Headteacher.

## Appendix 7 (i) – Letter to families to notify them their child is on the Attendance Monitoring Programme (For Stage 1)

[Date]

Dear [Parent/Guardian's Name],

RE: Concerns Regarding [Child's Name]'s Attendance

I am writing to inform you that we have concerns about [Child's Name]'s recent attendance record at Enrich Academy. Regular attendance is crucial for [Child's Name]'s academic progress and overall well-being, and we are committed to working with you to improve this situation.

Currently, [Child's Name]'s attendance stands at [Current Attendance Percentage]%. This equates to [Number of Days Missed **(Every 10% of absence is the equivalent to 1 day every fortnight e.g. If their attendance percentage is 40%, this means there absence is 60% which means on average they have been absent 6 days in a 2 week period)**] days absent from school every 2 weeks. This level of absence can significantly impact [Child's Name]'s learning, social development and opportunities post 16.

As part of our commitment to supporting our students, [Child's Name] will be placed on our Attendance Monitoring Programme at stage 1. This programme is designed to identify and address any barriers to regular attendance and to ensure that [Child's Name] receives the necessary support to attend school consistently.

[Child's Name's] Form Tutor or Teaching Assistant, [Name Form Tutor or Teaching Assistant] will contact you within the next few days to discuss this further. This discussion will aim to identify any underlying issues, collaboratively develop an action plan to overcome these barriers and set specific attendance targets for [Child's Name].

[Name Form Tutor and Teaching Assistant] will then remain in regular contact to review and monitor [Child's Name]'s progress towards meeting the attendance targets. If the targets are not met, we will need to escalate the level of support and formalise the Attendance Improvement Plan to address the situation. This will require you to attend regular meetings in school.

Please understand that this intervention is a support measure aimed at helping [Child's Name] improve their attendance. We believe that by working together, we can create a positive change and ensure that [Child's Name] can fully benefit from their educational experience.

If you have any questions, please contact [Form Tutor's Name] on [Staff Member's Contact Information].

Thank you for your understanding and support.

Yours sincerely,

Claire Greenwood  
Attendance and Enrolment Officer  
Enrich Academy  
[Contact Information]

## Appendix 7 (ii) – Letter to families to notify them their child is on the Attendance Monitoring Programme (For Stage 2, 3, 4)

[Date]

Dear [Parent/Guardian's Name],

RE: Concerns Regarding [Child's Name]'s Attendance

I am writing to inform you that we have concerns about [Child's Name]'s recent attendance record at Enrich Academy. Regular attendance is crucial for [Child's Name]'s academic progress and overall well-being, and we are committed to working with you to improve this situation.

Currently, [Child's Name]'s attendance stands at [Current Attendance Percentage]%. This equates to [Number of Days Missed **(Every 10% of absence is the equivalent to 1 day every fortnight e.g. If their attendance percentage is 40%, this means there absence is 60% which means on average they have been absent 6 days in a 2 week period)**] days absent from school every 2 weeks. This level of absence can significantly impact [Child's Name]'s learning, social development and opportunities post 16.

As part of our commitment to supporting our students, [Child's Name] will be placed on our Attendance Monitoring Programme at stage [2, 3, or 4]. This programme is designed to identify and address any barriers to regular attendance and to ensure that [Child's Name] receives the necessary support to attend school consistently.

We would like to invite you to a meeting at school with [Name staff member], who contact you within the next few days to arrange a time and date. The purpose of this meeting is to discuss the concerns regarding [Child's Name]'s attendance, identify any underlying issues, and collaboratively develop an action plan to overcome these barriers. During the meeting, we will also set specific attendance targets for [Child's Name].

Following this meeting, there will be regular reviews to monitor [Child's Name]'s progress towards meeting the attendance targets. If the targets are not met, we may need to [escalate the level of support/ develop an Attendance Contract/ take step towards legal action] to address the situation.

Please understand that this intervention is a support measure aimed at helping [Child's Name] improve their attendance. We believe that by working together, we can create a positive change and ensure that [Child's Name] can fully benefit from their educational experience.

We kindly request your presence at the meeting and appreciate your cooperation in this matter. If you have any questions, please contact [Staff Member's Name] on [Staff Member's Contact Information].

Thank you for your understanding and support.

Yours sincerely,

Claire Greenwood  
Attendance and Enrolment Officer  
Enrich Academy  
[Contact Information]

## **Appendix 8 – Letter to families to notify them their child has achieved their attendance goal and is eligible to attend the rewards trip**

[Date]

Dear Parent/ Carer,

RE: Congratulations on Achieving Half-Termly Attendance Goal

We are delighted to inform you that your child has successfully achieved their half-termly attendance goal at Enrich Academy. This is a significant accomplishment, and we are incredibly proud of their dedication and commitment to their education.

In recognition of this achievement, your child is eligible to participate in our special attendance rewards trip at the end of the half term. This trip is a celebration of their hard work and perseverance in maintaining good attendance.

Information about the details of the rewards trip, including the date, time, and activities planned, will be sent out by form tutors via text message in the coming days. Please keep an eye out for this important information so you can help your child to prepare for the reward trip.

Once again, congratulations to your child for this fantastic achievement. We appreciate your support in encouraging regular attendance and look forward to celebrating future successes together.

If you have any questions or need further information, please do not hesitate to contact your child's Form Tutor at school.

Yours sincerely,

Lorna Wright  
Assistant Headteacher  
Enrich Academy

## Appendix 9 – Letter to families to notify them of their child’s attendance goal

[Date]

Dear [Parent/Guardian's Name],

Subject: Setting Attendance Goals for Continuous Improvement

At Enrich Academy, we are committed to supporting our students in achieving excellent attendance, as it is a crucial factor in their educational success. To further this commitment, we are pleased to inform you of our attendance goal setting initiative where each student has a personalised attendance goal which is set at the beginning of each half term.

The purpose of these attendance goals is to continually work towards improving your child's attendance. These goals are individually tailored and initially based on their attendance record at their previous school. Our aim is for each student to improve their previous attendance rate by at least 15%. Once this initial goal is achieved, we will continue to set new targets each term, aiming for an additional 15% improvement, with the ultimate goal of reaching a minimum of 80% attendance every half term.

For your child, [Student's Name], their attendance at their previous school was [Previous Attendance Percentage]%. Based on this, their goal for this half term is to achieve an attendance rate of at least [Previous Attendance Percentage + 15]% or higher.

Students who achieve their individual attendance goal, as well as those who maintain an attendance rate above 80%, will be eligible to attend the rewards trip at the end of each half term. This trip is a celebration of their hard work and dedication to improving their attendance. Additionally, students who qualify for the rewards trip will have the opportunity to vote on where they would like to go for their reward, making it a truly special and motivating experience.

We believe that these personalised attendance goals will help foster a culture of continuous improvement and encourage students to take an active role in their educational journey.

We greatly appreciate your support in this initiative and encourage you to discuss these goals with your child to help them understand the importance of regular school attendance. If you have any questions or need further information, please do not hesitate to contact your child's Form Tutor at school.

Thank you for your cooperation and support.

Yours sincerely,

Lorna Wright  
Assistant Headteacher  
Enrich Academy



Nurturing inclusive learning communities

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