

Evolve Academy

# Attendance Policy for Pupils

## November 2024

<b>1</b>	<b>Summary</b>	Attendance Policy			
<b>2</b>	<b>Responsible person</b>	Nigel Hall and Bernadette Lavin			
<b>3</b>	<b>Accountable ELT member</b>	Matt Long			
<b>4</b>	<b>Applies to</b>	All Pupils			
<b>5</b>	<b>Trustees and/or individuals who have overseen development of this policy</b>	APRC and SLT			
<b>6</b>	<b>Headteachers/Service Heads who were consulted and have given approval (if applicable)</b>	Executive Headteacher Mark Richardson			
<b>7</b>	<b>Equality impact analysis completed</b>	<b>Policy Screened</b>	<b>Y/N</b>	<b>Template completed</b>	<b>Y/N</b>
<b>8</b>	<b>Ratifying committee(s) and date of final approval</b>	Wakefield APRC – November 2024			
<b>9</b>	<b>Version</b>	3.2			
<b>10</b>	<b>Available on</b>	<b>Every</b>	<b>Y</b>	<b>Trust Website</b>	<b>N</b>
				<b>Academy Website</b>	<b>Y</b>
				<b>Staff Portal</b>	<b>N</b>
<b>11</b>	<b>Related documents (if applicable)</b>	Safeguarding Policy, Admissions Policy, Wakefield Attendance Strategy 2023-2026, Wakefield working together to improve school attendance 2024 Understanding Attendance – Impact Education KCSIE 2024 Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024.			
<b>12</b>	<b>Disseminated to</b>	Staff			
<b>13</b>	<b>Date of implementation (when shared)</b>	November 2024			
<b>14</b>	<b>Date of next formal review</b>	September 2026			

Date	Version	Action	Summary of changes
08/07/2022	*3.0	*Major policy revision	*Re-write of original documentation
20/11/2023	3.1	* Review of policy	* Updates incorporating new DSL and Head teacher, new terminology linked to KCSIE 2023 * Updated staged responses
15/07/2024	3.2	*Update policy with new government guidance	* Identified the new attendance codes * Inputted key findings from Impact Ed – Understanding Attendance * Added section on sharing student data * Added responsibility of School Senior Attendance Champion * Inform outside agencies if pupil has an unplanned absence

## Contents

Section	Consultation	Page
1.	Introduction	4
2.	School Attendance, Absence and the Law	4
3.	Roles and Responsibilities	7
4.	Daily routine and registration procedure	9
5.	The Importance of Good Attendance	9
6.	Attendance Rewards	10
7.	Concerns about Attendance	10
8.	Persistent Absence (PA)	11
8.	Attendance Monitoring Programme	11
9.	Pupils on part time timetables	13
10.	Children Missing in Education (CME)	13

# Appendices

Appendix	Description	Page
1.	Related documents	16
2.	Absence response Flowchart	17
3.	Attendance Improvement Plan	18
4.	Attendance contract	19
5..	School attendance notice to improve letter	21

# 1. Introduction

At Evolve Academy we understand how important school attendance is and how this relates to outcomes, not only academically but also socially and emotionally. Pupils who attend school regularly benefit from fulfilling peer relationships, better academic outcomes and a vastly improved school experience which promotes successful transition onto their next stage of education.

This policy sets out the procedures through which we seek to improve school attendance, improve punctuality and, as a result, raise levels of achievement. This policy is written with regard for the legal powers and duties included in the following:

- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5);
- The Education (Pupil Registration) (England) Regulations 2006;
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010; and
- The Education (Pupil 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, Absence and the Law

We believe that there is a clear link between attendance and positive outcomes for children and young people. Our aim is to encourage full attendance for all pupils at Evolve Academy.

We do this first by:

- Creating a warm and welcoming environment based upon nurture principals;
- Ensuring that pupils 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.

The law entitles every child of compulsory school age to an appropriate, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent/ carer to make sure their child receives that education.

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. This collective approach to improve attendance is documented in the [Wakefield School Attendance Strategy](#). 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.

Evolve Academy work with some of the most vulnerable pupils in the Wakefield area and recognise that regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. We recognise the strong link between attendance and safeguarding, and always consider any safeguarding needs or concerns alongside any attendance issues.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, we will work with pupils, parents and external agencies to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Evolve staff understand that some pupils and parents may have had significant disruption in their education journey, and we aim to promote and build trusting relationships where good attendance is viewed as a positive experience.

Securing good attendance involves many elements which include effective practices in the curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources. It requires the support of all teaching and non-teaching staff in school, as well as the board of trustees, the local authority, and other local partners.

Any absence is detrimental for pupils and will impact on their school experience. Evolve Academy and its staff will always work with pupils, families and external agencies to look at all attendance issues as we realise that there are often other factors to consider that may impact on a child's ability to attend school. We aim to create and build a positive relationship with our pupils and their parents/carers to ensure we are working together to address any issues.

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.

Further guidance can also be found at:

<https://childlawadvice.org.uk/information-pages/school-attendance-and-absence/>

In accordance with government changes to attendance codes, Evolve Academy will use the following codes from 01 Sept 2024:

Present Codes	
/ \	present during registration
B	educated off site and taster days and do not fit K, V, P or W codes
K	attending provision arranged by the local authority
L	arrived after the register has started but before it has closed
P	Sporting activity with prior agreement from school
V	educational visit or trip
W	work experience
Absent Codes	
Authorised Absences	
C	exceptional circumstances
C1	in a regulated performance/undertaking regulated employment abroad
C2	absent due to part-time timetable
D	dual registered
E	suspended or permanently excluded
I	illness (not medical or dental appointments)
J1	job/school/college interview
M	medical or dental appointment
Q	unable to attend because of a lack of access arrangements
R	religious observance (only 1 day allowed, any more coded as C if agreed)
S	study leave
T	parent travelling for occupational purposes
X	non-compulsory school age pupil not required to attend school
Y1	unable to attend due to transport provided not being available
Y2	unable to attend due to widespread transport disruption
Y3	unable to attend due to part of the school premises being closed
Y4	unable to attend due to whole school closure
Y5	unable to attend as pupil is in criminal justice detention
Y6	unable to attend in accordance with public health guidance or law
Y7	unable to attend due to other avoidable cause (must affect the pupil NOT the parent)
Unauthorised Absence	
G	holiday (not agreed)
N	reason for absence not yet established (must be corrected within 5 days)
O	absent in other or unknown circumstances
U	late after register has closed
Z	pupil not yet on register
#	planned whole school closure (eg holidays, insets and polling station days)

### 3. Roles and responsibilities

#### Our Responsibilities as an Academy

##### Data sharing

Evolve academy have enabled the DFE to have access to pupil information by granting access to the school MIS (ARBOR) and WONDE which enables the DFE to access information via the back door. Attendance information allows access to:

*8. For each time specified in the request, which of the codes specified in regulation 10 of the 2024 Regulations (6) is recorded against the pupil's name in the school's attendance register in relation to the relevant session."*

The Education (Information About Individual Pupils) (England) (Amendment) Regulations 2024

##### Systems and procedures

Evolve Academy record details of pupils' attendance and absence at the beginning of morning and afternoon sessions. If a child is absent, it is required that parents/carers inform the school of the reason for the absence.

Evolve Academy will record the absence under a particular category pre-set by the Department of Education (DfE). This data is then available to the attendance and pupil support service for each pupil. DfE also receives annually the overall data for each academy.

Every member of staff within Evolve Academy has a responsibility to promote and support attendance.

The school's senior attendance champion is Mr Hall.

The focus of the school senior attendance champion includes setting a clear vision for improving and maintaining good attendance, establish and maintain effective systems for tackling absence and make sure they are followed by all staff and have a strong grasp of absence data to focus the collective efforts of the school. It is an ongoing responsibility, and the Senior Attendance Champion is also expected to regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes.

The Senior Leadership Team will:

- Continually monitor and implement policies and strategies;
- 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 to pupils and parents/carers regularly;
- Raise the profile of attendance across the school



- Implement reward systems that motivate pupils to attend well;
- Support colleagues with systems that are accessible and ensure positive outcomes;
- Report regularly to the CEO and Trust board.
- On day 3 of absence without any contact from parent/ carer after attendance procedures (home visits) have been followed the DSL to follow safeguarding processes and procedures by contacting relevant external agencies.
- Support and lead staff to raise whole school attendance
- Create positive links with external agencies to support attendance
- Promote a culture of attendance is everybody's responsibility

All staff will:

- Work to provide an environment that is welcoming and promotes good attendance;
- Ensure relationships with pupils are positive and individual needs are identified and addressed;
- Work with parents/carers to build positive, transparent relationships;
- Contact parents/carers regularly in the case of any absence and to recognise sustained and improved attendance;
- Ensure attendance is recorded correctly and accurately 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 pupils are valued every day;
- Work closely with colleagues to communicate any issues that may impact attendance;
- Meet regularly with parents/carers and related professionals to address any issues affecting attendance;
- Ensure support plans are in place that make clear the roles and responsibilities of school/parent/carers and other professionals (including the mainstream school for students who are dual registered);
- Reward good and improved attendance in a fair and equitable way ensuring parents / carers are informed.
- Plan, prepare and deliver highly effective lessons motivating pupils to attend Evolve Academy
- Promote the need for good attendance

## **Responsibilities of Parents / Carers**

- Ensure your child attends every day unless there is a legal reason;
- Notify the school (before 09:00 AM or as soon as possible) when your child is unexpectedly absent (sickness);
- To be present for an attendance related home visit;
- Attend regular review meetings and meet with staff on request;
- Arrange holidays out of term time;
- Actively promote good attendance by encouraging and supporting your child to attend;
- Make medical or other appointments out of school time unless unavoidable;
- It is the parent's responsibility to obtain a medical note from the GP or health services ASAP for any prolonged absences;
- Work with staff to implement agreed strategies and actively promote good attendance.

## **Responsibilities of Pupils**

- Attend school punctually and regularly
- Ensure any requests for known absence are made available to their form teacher (including pre- arranged medical appointments)

## **4. Daily routines and registration procedure**

At Evolve Academy, our school day starts at 09:00am and finishes at 2.00pm. Pupils are welcomed into the school each day by staff members on duty at the pupil entrance. Pupils are also greeted warmly by staff and staff check in with each pupil on arrival. Registers close at 9.30am.

We provide a daily healthy breakfast at Evolve Academy and we know that this starts the day positively and pupils can then focus and learn. If the pupil is late then an important part of the day is missed and this can then lead to an unsettled day. It is important that we work together to ensure pupils arrive on time and ready to learn.

- The school day starts at 09:00am and finishes at 2.00pm
- Morning registration is between 9.00am - 9.30am, registers will be closed at 9.30am
- First response call or text after registers are closed
- Pupils are registered in the morning by the admin team
- Afternoon registration is between 12.00pm - 12.30pm, registers will close at 12.30pm
- Pupils are registered in their afternoon lesson by the form team

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

Evolve Academy has high expectations for our pupils and as such the expected attendance is at least 95%. Anything less than this is a concern and we take all appropriate measures to ensure we are addressing any barriers to attendance. We will always work with a pupil, their families and any appropriate external agencies to find solutions and promote the benefits of good attendance.

8 days absence in a year = 96%. 19 days absence = 90%

- 90% attendance =  $\frac{1}{2}$  day missed every week.
- Over one school year this is 4 weeks of learning lost.
- Over the 5 years at school the pupil will have missed half a year.
- What impact might this have on a child's future?

Pupils being frequently late for school adds up to lost learning:

- Arriving 5 minutes late every day adds up to over 3 days lost each year.
- Arriving 15 minutes late every day is the same as being absent for 2 weeks a year.
- Arriving 30 minutes late every day is the same as being absent for 19 days a year.

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

Impact of Lost Learning		
0-2 days absent	99-100% attendance	<ul style="list-style-type: none"> <li>Attendance rewards achieved</li> <li>High level of engagement with learning opportunities</li> <li>Individual needs identified and appropriate support put in place</li> <li>Positive relationships developed with peers and staff</li> <li>Transition to long-term setting fully supported</li> </ul>
4-7.5 days absent	96-98% attendance	
9.5-17 days absent	93-95% attendance	<ul style="list-style-type: none"> <li>Pupil at risk of not achieving their full potential</li> <li>Risk of pupil's needs not being fully identified and supported</li> <li>Some positive relationships developed with key staff and peers</li> <li>Attendance awards achieved for improving attendance</li> <li>Transition to long-term setting able to be supported</li> </ul>
19-25 days absent	90-92% attendance	<ul style="list-style-type: none"> <li>High risk of underachievement</li> <li>High risk of pupil's needs not being identified and supported</li> <li>Transition to long term provision likely to be difficult to plan</li> <li>Behaviour meetings needed to support improvements</li> </ul>
27 days absent	Under 89% attendance	<ul style="list-style-type: none"> <li>Extreme risk of underachievement</li> <li>Extreme risk of pupil's needs not being identified and supported</li> <li>Transition to long term provision extremely difficult to plan which could impact on the success of the transition period</li> <li>Behaviour contract needed to support improvements</li> </ul>

## 6. Attendance Rewards

At Evolve Academy we understand how important it is that pupils attend and are punctual every day. We work to ensure that our pupils 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 pupils/ parents/ staff and to demonstrate the benefits of good school attendance. The rewards available include:

- Regular contact home to ensure parents/carers are kept informed
- Weekly and half termly rewards. This is a wonderful opportunity to celebrate success.
- Weekly 100% attendance shout outs in assembly, with a draw for a prize.
- Weekly 100% attendance pupils receive a small reward
- Half termly draw for parents/ carers to win prizes
- Form teams win prize for biggest increase in collective form VA half termly
- Considering personalised motivational strategies that will work for individuals.

## 7. Concerns about attendance

- In case of absence we will contact parents/carers by text/ phone and, if this is not possible, a home visit will be arranged. Any concerns will be passed to the relevant services. If there are sufficient concerns and a pupil is not seen or a parent/carer cannot confirm their whereabouts a 101 call will be made to inform the police.
- If a pupil has an unexplained absence and they have external agencies working with them (social care/ YJS/ main stream etc) Evolve Academy will inform the relevant agency of the absence.
- Evolve Academy colleagues will work with parents/carers from the first day of absence to

ensure that any underlying issues are addressed in a timely manner with the relevant services. Working together with parents/carers is essential to ensure good attendance and only when this working relationship is effective can we manage any issues.

- If the non-attendance continues we will continue to communicate with parents/carers, mainstream school (if dual registered). For some young people the placement may not be successful, in cases where pupils are dual-registered, the referring mainstream school would consider alternatives. All related agencies would be consulted and a joint decision would be made in the pupil's best interest.

## 8a. Persistent Absence (PA)

The Government identifies persistent absence as any pupil who has attendance of less than 90%. Evolve Academy recognises this figure and aspires to set this standard for all its pupils. Personalised attendance targets may be adjusted dependent on the needs of the individual pupil. Evolve Academy will put into place all reasonable measures to secure and sustain improved attendance.

If all avenues of support have been facilitated and the appropriate educational support have been provided but severe absence for unauthorised reasons continues, it is possible to constitute neglect. Should this be the case, Evolve Academy will follow the Safeguarding and Child Protection policy.

## 8b. Severe Absence

Ethos Academy Trust defines severe absence as those pupils attending school for less than 50% of the time. The data, targeted actions and impact measures linked to severe absence are reported into governance on a termly basis.

## 8. Attendance Monitoring Programme

Evolve Academy implement a 6-stage programme to encourage and promote good attendance and punctuality. The programme supports parents/carers to improve their child's attendance

Stage		Actions
Stage 1	<b>Informal monitoring by form teams</b>	<p>Staff will follow the Absence Response flowchart (appendix 1). This will include:</p> <ul style="list-style-type: none"> <li>○ Phone calls home to ascertain reasons for absence, identify barriers that can be easily removed;</li> <li>○ Home visit(s) as agreed by SLT/ attendance lead as necessary. Ways forward to improve attendance and identified barriers will be discussed and agreed;</li> </ul> <p>If further intervention is required because there has been no improvement in attendance then move to stage 2.</p>
Stage 2	<b>Student Attendance engagement and</b>	<ul style="list-style-type: none"> <li>○ Home visits by Attendance team as necessary. Way's forward to improve attendance will be discussed and agreed</li> <li>○ External agencies will be contacted to support if a pupil has external agencies working with them.</li> </ul>

	<b>integration lead</b>	If further intervention is required because there has been no improvement in attendance move to stage 3
<b>Stage 3</b>	<b>Student engagement and integration officer/ DSL</b>	<ul style="list-style-type: none"> <li>o Meeting with parents/carers and the pupil to set targets.</li> <li>o Student's attendance will be monitored closely.</li> <li>o Attendance Improvement Plan agreed between school/ pupil and parents (Appendix 3).</li> </ul> <p>If further intervention is required because there has been no or limited improvement in attendance the next stage will be implemented.</p>
<b>Stage 4</b>	<b>Senior Leader for Attendance meeting:</b>	<ul style="list-style-type: none"> <li>o Meeting with parents/carers and the pupil to review the attendance progress.</li> <li>o Attendance contract (Appendix 4) implemented and will be reviewed after an agreed period of time and successful outcomes will be measured and recorded.</li> </ul> <p>If further intervention is required because there has been no or limited improvement in attendance the next stage will be implemented.</p>
<b>Stage 5</b>	<b>Head Teacher and Senior Leader for Attendance meeting:</b>	<ul style="list-style-type: none"> <li>o Senior Leader will meet with the parents/carers and the pupil to review the attendance targets and next steps.</li> <li>o This meeting will be a discussion on how prosecution for non-attendance can be avoided.</li> <li>o Attendance contract (Appendix 4) re implemented.</li> <li>o School attendance notice to improve letter (Appendix 5)</li> </ul> <p>If further intervention is required because there has been no or little improvement in attendance seek guidance from head teacher on prosecution</p>
<b>Stage 6</b>	<b>Legal enforcement</b>	<p>Penalty Notices will be considered when a parent has failed in their duty as defined in section 7 of The Education Act 1996 to ensure the regular school attendance of their child. Evidence should be available to demonstrate that.</p> <ul style="list-style-type: none"> <li>• Support has been offered by the Academy;</li> <li>• All reasonable attempts have been made to engage the parent and to provide opportunities for the parent to address the poor attendance;</li> <li>• Parenting support has been offered which were clear in the expectations of the parent and of the support that would be offered;</li> <li>• Support and guidance from external agencies have been discussed/ offered</li> <li>• Parents have been made aware of the legal sanctions available including the possibility of a Penalty Notice being issued;</li> <li>• The pursuit of an Education Supervision Order or a Parenting Order may not be appropriate to bring about improvement in the student's attendance.</li> </ul> <p>Failure to adhere to the contract may result in legal action being considered.</p>

		Prosecution will be authorised by the Head Teacher if appropriate evidence supports this.
--	--	---

## 9. Pupils on part time timetables

At Evolve Academy, all teaching and non-teaching staff have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life they may struggle to access the typical provision offered as a result of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when a pupil may still struggle to access full time education. In these instances, the Head Teacher may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education. Partial timetables will be reviewed on a regular basis.

Examples of when this is appropriate may include:

- At transition points – into or between settings;
- When the child or young person has repeated or prolonged episodes of emotional crisis in school;
- When an individual risk assessment shows that the child poses a significant health and safety risk to themselves, other pupils or staff which cannot be reasonably managed within the usual day;

If the Head Teacher considers a personalised timetable is appropriate, a clear plan for this should be completed in line with Wakefield guidelines. This plan and the reasons for it, will be communicated to parents and carers along with the arrangements for its regular review. The aim of a personalised timetable will always be to support the young person 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.

Evolve Academy will inform Wakefield Education Safeguarding Service when using reduced timetables for pupils and follow the Wakefield reduced timetable guidance.

## 10. Children missing 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 otherwise 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 becoming NEET (Not in Education, Employment or Training) later in life. All pupils at risk of CME are reported to the Local Authority in line with relevant guidance within agreed timescales. 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):

- Pupils 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 local authorities 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.

At Evolve Academy, we appreciate that the Local Authority has a statutory duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. School will support the Local Authority 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 Safeguarding Service and complete a CME referral to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence. In line with Wakefield's Education Safeguarding Service CME guidance for schools (September 2020) and Department for Education Children Missing in Education Guidance, Evolve Academy will make reasonable enquiries to locate the child in line with the Centre'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 pupil's friends, siblings, and known relative
- 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, Evolve Academy will make a referral to Children's Social Care and Police in accordance with the West Yorkshire Police Truancy policy (if appropriate).

Wakefield Children Missing Education (CME) team can be contacted via the email below:

[educationcme@wakefield.gov.uk](mailto:educationcme@wakefield.gov.uk).

### **Children who are absent from education (CAE)**

Defined as children who are absent from education for a prolonged period of time or repeated occasions (school to follow policies and procedures).

### **Elective home education**

*Elective home education is a term used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time. Guidance as follows [Elective home education: guide for parents \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67212/elective-home-education-guide-for-parents.pdf)*

## **Emotionally Based School Avoidance (EBSA)**

The post-pandemic rise in school absence includes a significant number of cases where reasons for not attending include those linked to emotionally based factors, particularly anxiety.

‘Emotionally Based School Avoidance’ is not a diagnosis, but an umbrella term for this issue, which can be attributed to a multitude of factors and barriers.

The Wakefield approach to attendance difficulties including EBSA aims to enable schools/settings and/or services to identify the underlying needs and barriers in each case, so that any which include elements of anxiety can be provided with appropriate support and intervention following an evidence-based framework of support.

For further information and support relating to EBSA, Wakefield have produced the following document:

<https://www.tradedservices.wakefield.gov.uk/Pages/Download/d780a42e-d97b-488f-ae78-8b421de4f2ca/PageSectionDocuments>

<https://www.wakefieldparentcarers.co.uk/emotionally-based-school-avoidance-ebsa>



## Appendix 1: Related documents

[Responsibilities for school attendance](#)

[Children missing education - guidance for schools \(wakefield.gov.uk\)](#)

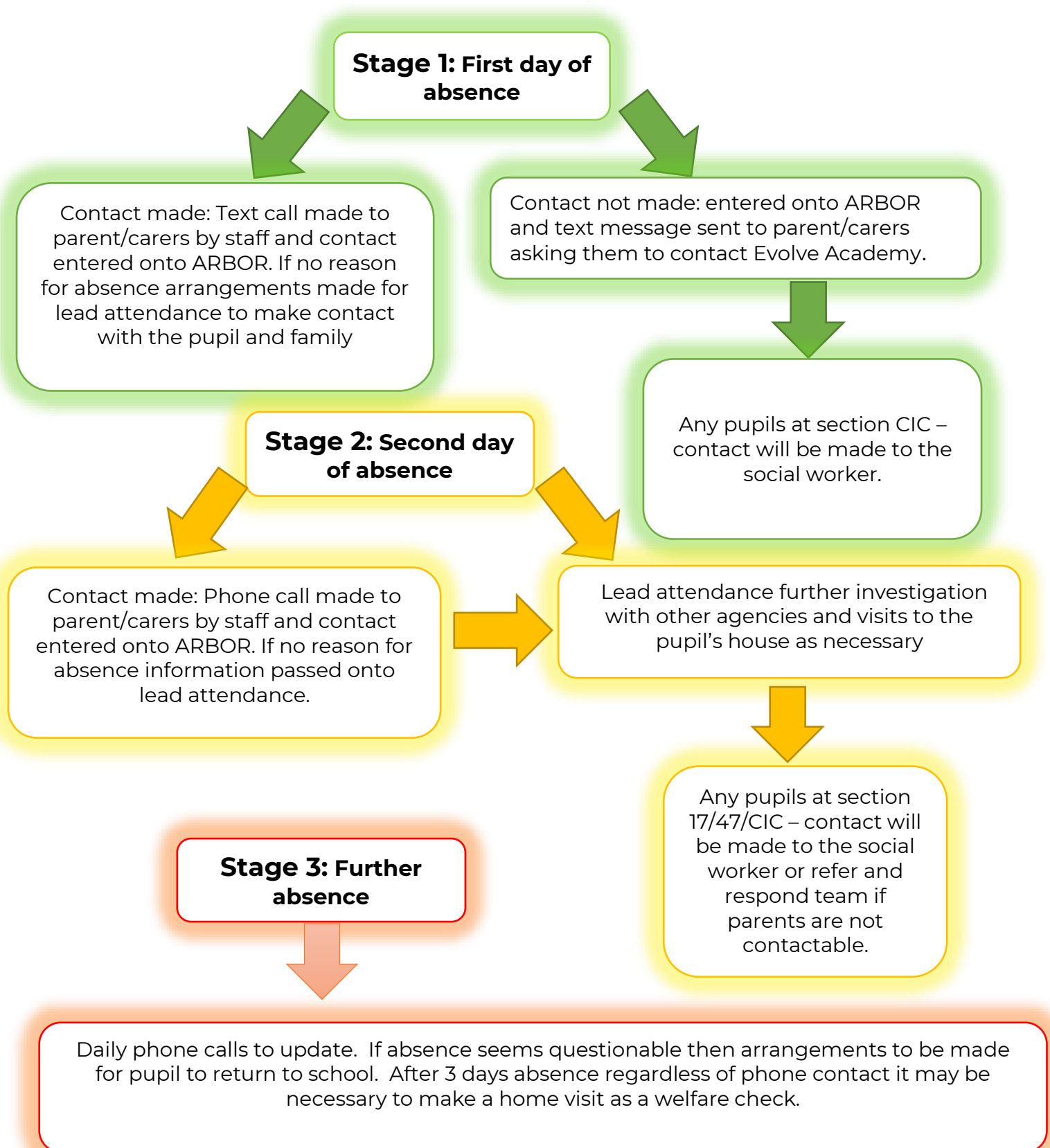
[Wakefield Attendance Strategy 2023 – 2026 - Wakefield Council](#)

[Working together to improve school attendance - August 2024.pdf](#)

[elective home education parent guidance \(wakefield.gov.uk\)](#)

<https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>

## Appendix 2: Absence response flowchart for Evolve Academy



### Appendix 3 – Attendance Improvement Plan (Stage 3)

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:		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		SLT signature	

## Appendix 4 – Attendance Contract (Stages 4 and 5)

This is a formal agreement between a parent and Evolve Academy 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>	
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	
--	--	--	--

## School Attendance Notice to Improve

<STUDENT\_NAME> <D.O.B> <SCHOOL>

School Attendance is hugely important. For your child to gain the full benefit from their education, and to support their attainment, wellbeing and wider development they need to attend school on time, every day possible.

If a child of compulsory school age who is a registered pupil at a school / alternative provision fails to attend regularly at that school, then the child's parent may be guilty of an offence under section 444 of the Education Act 1996.

You <FORENAME> <SURNAME> are a parent/carer of <STUDENTS\_NAME>, (called in this notice "the pupil") who is a registered pupil at <SCHOOL\_NAME>.

The school have offered support to you and your family to help improve <STUDENT\_NAME> attendance, including:

1. **Telephone calls.** The school contacted you everyday your child was absent to understand why your child was absent and to offer support with any issues your child may have.
2. **Home visits.** A home visit on <Dates I> letting you know about <STUDENT-NAME> attendance, the impact of their continued absence, and to offer support.
3. **An attendance Support Meeting Invite with SLT.** The school invited you to a meeting to address your child's attendance and to offer support. You were notified of the consequences should your child continue to have unauthorised absence and you did not effectively engage with the support offered.

Unfortunately, despite the support that was offered to your family, attendance remains a concern. Between <DATE> and <DATE> the pupil failed to attend school regularly at <SCHOOL\_NAME> which resulted in 10 sessions (half days) or more of unauthorised absences being recorded.

Please see the attached registration certificate details.

You now have <NUMBER> school days <WEEKS> in which to improve your child's attendance. During this time your child must show significant improvement in attendance and avoid having any unauthorised absences from school during this period. Should we not see sufficient improvement and further unauthorised absences take place during this period, a Penalty Notice may be issued. A penalty notice is charged at £160 if paid within 28 days. There is usually the opportunity to pay a reduced amount of £80 if paid within 21 days, for your first offence (please see attached leaflet re: second / third offences).

NB- A Penalty Notice may be issued as soon as unauthorised absences is recorded.

More information regarding this notice can be found in the attached leaflet. If you wish to discuss this notice, or discuss what further support is available, please contact our team as soon as possible.

Yours sincerely

