# Attendance Policy

| Prepared by | Kenan Drugzani, Assistant Principal |
|---|---|
| Acknowledgements | Gloria Gold – Vice Principal (Pastoral) |
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| Policy Approved by | Board of Directors |
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# Version Control Table

| Version | Date | Amended by | Rationale |
|---------|------|------------|-----------|
| 1.0 | 22/03/2018 | | Version approved by the Board of Directors |
| 1.1 | 05.11.2020 | Kenan Drugzani | Policy reviewed and procedures changed to reflect current practice within UTC including use of Head Years to monitor and improve attendance. |
| 2.0 | 12/11/2020 | | The version approved by Committee |
| 2.1 | 14/09/2022 | Kenan Drugzani | Start time for the college updated along with Head of Year details. A new section about joining lessons from home was added. |
| 3.0 | 22/09/2022 | | Version approved by the Board of Directors |
| 3.1 | 27/06/2024 | Kenan Drugzani | The Policy has been made statutory and has been completely revised. |
| 4.0 | 04/07/2024 | | The version approved by the Board of Directors |
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***Guidance on version Control:***
*The above is an example of how to complete the Version control table.*

*Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.*

*Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.*

# ATTENDANCE POLICY

## Policy Coverage

| THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS | | | |
|---|---|---|---|
| **Type of Learner** | **Tick (✓)** | **Type of Stakeholder** | **Tick (✓)** |
| Key Stage 3 (KS3) Carousel | ✓ | Teaching Staff | ✓ |
| Key Stage 4 (KS4) GCSE | ✓ | Education Support Staff | ✓ |
| Key Stage 5 (KS5) Level 2 | ✓ | Administrative Support Staff | ✓ |
| Key Stage 5 (KS5) Level 3 | ✓ | Directors | ✓ |
| Key Stage 5 (KS5) A Levels | ✓ | Employers | ✓ |
| Apprentices | ✓ | Visitors / Contractors | ✓ |

## Contents:

# 1. Policy Aims

This policy aims to show our commitment to meeting our obligations with regard to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on Working together to improve school attendance (applies from 19 August 2024), through our whole-college culture and ethos that values good attendance, including:

> Setting high expectations for the attendance and punctuality of all learners

> Promoting good attendance and the benefits of good attendance

> Reducing absence, including persistent and severe absence

> Ensuring every learner has access to the full-time education to which they are entitled

> Acting early to address patterns of absence

> Building strong relationships with families to make sure learners have the support in place to attend college

This policy aims to ensure consistent learner presence in college, which is essential for continuous learning and engagement thereby directly enhancing academic progress and achievement.

# 2. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Learner Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a learner's attendance: guidance for schools

# 3. Roles and Responsibilities

**3.1 The Board of Directors**

The governing board is responsible for:

- Setting high expectations of all college leaders, staff, learners and parents
- Making sure college leaders fulfil expectations and statutory duties, including:
  - Making sure the college records attendance accurately in the register and shares the required information with the DfE and local authority
  - Making sure the college works effectively with local partners to help remove barriers to attendance and keeps them informed regarding specific learners, where appropriate
- Recognising and promoting the importance of college attendance across LDE UTC's policies and ethos
- Making sure the college's attendance management processes are delivered effectively, and that consistent support is provided for learners who need it most by prioritising staff and resources
- Making sure the college has high aspirations for all learners, but adapts processes and support to learners' individual needs
- Regularly reviewing and challenging attendance data and helping college leaders focus improvement efforts on individual learners or cohorts who need it most
- Working with college leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole college and repeatedly evaluating the effectiveness of the college's processes and improvement efforts to make sure they are meeting learner needs
- Where the college is struggling with attendance, working with college leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The college's legal requirements for keeping registers
  - The college's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific learners, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Principal to account for the implementation of this policy
- The Personal Development and Wellbeing Committee ensures that attendance is challenged and is inline or above national reported figures through termly meetings with VP leading Personal Development.

### 3.2 The Principal

The Principal is responsible for:

- › The implementation of this policy at the college

- › Monitoring college-level absence data and reporting it to the Directors

- › Supporting staff with monitoring the attendance of individual learners

- › Monitoring the impact of any implemented attendance strategies

- › Issuing fixed-penalty notices, where necessary, or authorising the Head of School to be able to do so

- › Working with the parents of learners with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for learners with SEND, including where school transport is regularly being missed, and where learners with SEND face in-college barriers

- › Communicating with the local authority when a learner with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the learners' needs

- › Communicating the college's high expectations for attendance and punctuality regularly to learners and parents through all available channels

### 3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- › Leading, championing and improving attendance across the college

- › Setting a clear vision for improving and maintaining good attendance

- › Evaluating and monitoring expectations and processes

- › Having a strong grasp of absence data and oversight of absence data analysis

- › Regularly monitoring and evaluating progress in attendance

- › Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

- › Liaising with learners, parents/carers and external agencies, where needed

- › Building close and productive relationships with parents to discuss and tackle attendance issues

- › Creating intervention or reintegration plans in partnership with learners and their parents/carers

- › Delivering targeted intervention and support to learners and families

The designated senior leaders responsible for attendance is Gloria Gold (KS3/4) and Kenan Drugzani (KS5) and they can be contacted via gloria.gold@ldeutc.co.uk and kenan.drugzani@ldeutc.co.uk respectively.

### 3.4 The attendance officer

The college attendance officer is responsible for:

› Monitoring and analysing attendance data (see section 7)

› Benchmarking attendance data to identify areas of focus for improvement

› Providing regular attendance reports to college staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Principal

› Working with Attendance Management Welfare Advisor to tackle persistent absence

› Advising the Head of School (authorised by the Principal) when to issue fixed-penalty notices

› The attendance officer is Ziba Agdelen and can be contacted via ziba.agdelen@ldeutc.co.uk

### 3.5 Class teachers and form tutors

Class teachers and form tutors are responsible for recording attendance for both morning and afternoon sessions daily, using the correct codes (see Appendix 1), and submitting this information to the college office. This needs to be done within 10 minutes of the lesson/tutor time start.

### 3.6 College office staff

College office staff will:

› Take calls from parents/carers about absence on a day-to-day basis and record it on the college system

› Transfer calls from parents/carers to the Head of Year where appropriate, to provide them with more detailed support on attendance

### 3.7 Parents

Where this policy refers to a parent, it refers to the adult the college and/or local authority decides is most appropriate to work with, including:

› All natural parents, whether they are married or not

› All those who have parental responsibility for a child or young person

› Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

› Make sure their child attends every day / timetabled session  on time

› Call / Email the college to report their child's absence before 9am  on the day of the absence and each subsequent day of absence), and advise when they are expected to return

› Provide the college with more than 1 emergency contact number for their child

> Ensure that, where possible, appointments for their child are made outside of the college day

> Keep to any attendance contracts that they make with the college and/or local authority

> Seek support, where necessary, for maintaining good attendance, by contacting the relevant Head of Year, who can be contacted via their email or by calling 0203 0197333.

### 3.8 Learners

Learners are expected to:

> Attend every day and every timetabled session, on time

# 4. Recording Attendance

## 4.1 Attendance register

We will keep an electronic attendance register, and place all learners onto this register.

We will take our attendance register at the start of the first session of each college day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Learner Registration) (England) Regulations 2024, whether every learner is:

> Present

> Attending an approved off-site educational activity

> Absent

> Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

> The original entry

> The amended entry

> The reason for the amendment in the notes

> The date on which the amendment was made

> The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

> Whether the absence is authorised or not

> The nature of the activity, where a learner is attending an approved educational activity

> The nature of circumstances, where a learner is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The college day starts at 8.30am.

Learners must arrive in college by 8.15 on each college day.

The register for the first session will be taken at 8.30am and will be kept open until 9am. For the Sixth Form, the register for the first session will be taken at 8.50am and will be kept open until 9.20am. The register for the second session will be taken at 1.10pm for KS3/4 and will be kept open until 1.40pm. For the Sixth Form, the register for the second session will be taken at 2pm and will be kept open until 2.30pm.

Below are the times for the day outlining each session.

| Year 9-11 Timetable | | | | | |
|---|---|---|---|---|---|
| | M | T | W | T | F |
| 08:30 - 08:50 | Form Time | | | | |
| 08:50 - 10:30 | 1 | 1 | 1 | 1 | 1 |
| 10:30 - 10:50 | Break | | | | |
| 10:50 - 12:30 | 2 | 2 | 2 | 2 | 2 |
| 12:30 - 13:10 | Lunch | | | | |
| 13:10 - 14:00 | 3 | 3a | | 3 | 3a |
| 14:00 - 14:50 | | Yr 9 Fitness / Yr 10/11 3b | 3 | 3 | |
| 14:50 - 15:40 | | Fitness | Yr11 English | | |
| 15:40-16:30 | | Fitness | | | |
| 16:30-17:00 | | Fitness | | | |

| 16+ Timetable | | | | | |
|---|---|---|---|---|---|
| | M | T | W | T | F |
| 08:30 - 08:50 | | | | | |
| 08:50 - 10:30 | 1 | 1 | 1 | 1 | 1 |
| 10:30 - 11:20 | 1c | 1c | 1c | 1c | 1c |
| 11:20 - 11:40 | Break | | | | |
| 11:40 - 13:20 | 2 | 2 | 2 | 2 | 2 |
| 13:20 - 14:00 | Lunch | | | | |
| 14:00 - 15:40 | 3 | 3b | 3 | 3 | |
| 15:40 - 16:30 | 3d | | 3d | 3d | |
| 16:30-17:00 | | | | | |

### 4.2 Unplanned absence

The learner's parent must notify the college of the reason for the absence on the first day of an unplanned absence by 9am, or as soon as practically possible, by calling or emailing the college, who can be contacted via absence@ldeutc.co.uk (KS3/4) or sixthformabsence@ldeutc.co.uk (Sixth Form only)

The email / telephone message should contain the following information:-

- Name of the child

- Year Group

- Reason for absence- please explain in as much detail as possible why the learner cannot attend.

- The learner's parent/carer must notify the college every day of their child's absence.

We will mark absence due to physical or mental illness as authorised unless the college has a genuine concern about the authenticity of the illness. This will be considered on an individual basis.

If the learner is absent for three consecutive days, or you have received letters informing you that all absences require medical evidence to authorise absences, the absences may be unauthorised without medical evidence.

Medical evidence can be a doctor's note or consultation notes, prescription, appointment card, appointment text, evidence of calling 111, hospital discharge notes, referral letters, or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

When appropriate evidence is not available at the time, the college will accept evidence provided at a later date and the absence will be authorised accordingly.

### 4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the learner's parent notifies the college in advance of the appointment.

Parents should email absence@ldeutc.co.uk (for KS3/4) or sixthformabsence@ldeutc.co.uk (for the Sixth Form) with a copy of the appointment time.

However, we encourage parents to make medical and dental appointments outside of college hours where possible. Where this is not possible, the learner should be out of college for the minimum amount of time necessary. A whole day will not be authorised unless the evidence states otherwise.

The learner's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the college can authorise.

### 4.4 Lateness and Punctuality

A learner who arrives late:

> Before the register has closed will be marked as late, using the appropriate code

> After the register has closed will be marked as absent, using the appropriate code

Please note that lateness recorded after the register has closed will be considered an unauthorised absence.

### 4.5 Following up unexplained absence

Where any learner we expect to attend college does not attend, or stops attending, without reason, the college will:

> Send a text alerting the learner's parent on the morning of the first day of unexplained absence to their child's absence

> Should the absence not be responded to, a telephone call will be made to the learner's parent/carer at the end of the college day.

> If the college cannot reach any of the learner's emergency contacts, the college may carry out a home visit.

> Identify whether the absence is approved or not

> Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the learner was absent

> Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the college will consider making a referral to the local authority Attendance Targeted Support Service

- Where relevant, report the unexplained absence to the learner's youth offending team officer
- Where appropriate, offer support to the learner and/or their parents to improve attendance
- Identify whether the learner needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, the college will issue a notice to improve. Following that we will use the services of the Local Authority in issuing a penalty notice or other legal intervention (see section 5.2 below).

### 4.6 Reporting to parents

Adapt the following to explain when and how your school reports to parents on their child's attendance record. The DfE expects you to do this regularly.

The college regularly informs parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels through the Satchel App and SchoolComms.

# 5. Authorised and Unauthorised Absence

### 5.1 Approval for term-time absence

The Head of School will allow learners to be absent from the college site for certain educational activities, or to attend other schools or settings.

The Head of School will only grant a **leave of absence** to a learner during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

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

A leave of absence is granted at the Head of School's discretion, including the length of time the learner is authorised to be absent for.

We define 'exceptional circumstances' as:-

- Family Bereavement (immediate family)
- Religious Observance
- Legal Obligation
- Court Appearance
- Natural Disaster
- Participating in significant public service
- Military Deployment

- Unique educational opportunity
- Moving house

Leave of absence will not be granted for a learner to take part in protest activity during college hours.

As a leave of absence may only be granted in exceptional circumstances, a leave of absence will **not** be granted for the purposes of a family holiday. Any unauthorised term time leave will result in legal proceedings as indicated below.

The college considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the Front Office. The Head of School may require evidence to support any request for a leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the learner's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the college, but it is not known whether the learner is attending educational provision
- If the learner is currently suspended or excluded from college (and no alternative provision has been made)

Other reasons the college may allow a learner to be absent from the college site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the college
- Attending another school/college at which the learner is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the learner not to attend LDE UTC such as disruption to travel caused by an emergency, a lack of access arrangements, or because the college premises are closed

**5.2 Sanctions**

Our college will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

**Penalty notices**

The Head of School, local authority or the police can fine parents for the unauthorised absence of their child from college, where the child is of compulsory school age, by issuing a penalty notice.

If LDE UTC issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the college will consider the individual case, including:

> Whether the national threshold for considering a penalty notice has been met (10 sessions (5 days) of unauthorised absence in a rolling period of 10 college weeks)

> Whether a penalty notice is the best available tool to improve attendance for that learner

> Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

> Whether any obligations that the college has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during college hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the college has notified the parents that the learner must not be present in a public place on that day).

Each parent who is liable for the learner's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same learner, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

**Notices to improve**

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the college may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the learner attends.

They will include:

> Details of the learner's attendance record and of the offences

> The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996

> Details of the support provided so far

> Opportunities for further support, or to access previously provided support that was not engaged with

> A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis

> A clear timeframe of between 3 and 6 weeks for the improvement period

> The grounds on which a penalty notice may be issued before the end of the improvement period

## 6. Strategies for Promoting Attendance

> The college uses all means available to them to promote the importance of good attendance and punctuality. These include but are not limited to the following:-

> Celebration Assemblies

> Achievement Points for good attendance which translates to Amazon Vouchers

> Termly and yearly attendance certificates

> Weekly attendance reports to tutors – tutors discuss attendance as part of our tutor time.

> Individual Attendance Monitoring Reports

> Positive college environment where learners feel safe and included

> Engagement of families through our text messaging service

> Early monitoring and interventions whilst working with parents

> Use of internal support services (LSU) for highly disaffected learners and their families

> Use of external support services (CAMHS / College counsellor)

> Mentoring through the Chaplaincy Service

> Working with the Local Authority to support legal proceedings.

## 7. Supporting learners who are absent or returning to college

### 7.1 Learners absent due to complex barriers to attendance

> We will

- Identify and understand barriers through working with the family to create personalised plans

- Provide academic support through flexible scheduling,

- Address health and wellbeing through counselling and mental health support

- Look at transport issues, if any and make recommendations
- We will implement the above through building trust which allows the empowerment of the family and the college to support each other in raising attendance.

## 7.2 Learners absent due to mental or physical ill health or SEND

Where a learner has an education health and care (EHC) plan and their attendance falls, or the college becomes aware of barriers to attendance that relate to the learner's needs, the college will inform the local authority.

- We will ensure our teaching staff are adapting their teaching appropriately through Quality First Teaching.
- We will request specialist support through our SENCo as appropriate.
- We will make reasonable adjustments to the environment if needed, which allows accessibility.
- We will provide professional development for staff to support their understanding of our SEND learners.
- We will implement the above through a collaborative approach and ensure that there is consistency across the whole college.

## 7.3 Learners returning to college after a lengthy or unavoidable period of absence

- Adapt the timetable to allow for catching up of any missed work.
- Bespoke interventions after gaps have been identified
- Monitoring and checking of progress

# 8. Attendance monitoring

## 8.1 Monitoring attendance

The college will monitor attendance daily and absence data (including punctuality) half-termly, termly and yearly across the college and at an individual learner, year group and cohort level.

The college monitors attendance and absence data in the following ways:-

- Attendance Officer / Head of Year – daily attendance checks
- Weekly tutor reports produced by the Pastoral Leads to share with tutors and their learners
- Fortnightly College KPI (Key Performance Indicators) shared with the leadership team
- Fortnightly meetings with Newham Attendance Management Services
- Termly Report to the Personal Development and Wellbeing Committee (Directors)

Specific learner information will be shared with the DfE on request.

 LDE UTC  has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The college will benchmark its attendance data at the whole college, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the Directors.

## 8.2 Analysing attendance

The college will:

> Analyse attendance and absence data regularly to identify learners, groups or cohorts that need additional support with their attendance, and

> Identify learners whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

> Conduct a thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

> Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

## 8.3 Using data to improve attendance

The college will:

> Develop targeted actions to address patterns of absence (of all severities) of individual learners, groups or cohorts that it has identified via data analysis

> Provide targeted support to the learners it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)

> Provide regular attendance reports to tutors, Heads of Year, and the wider leadership team, to facilitate discussions with learners and families, and to the Board of Directors and college leaders (including the educational needs co-ordinator, designated safeguarding lead and learner premium lead)

> Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies

> Share information and work collaboratively with other schools in the area, local authorities and other partners where a learner's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific learners, where appropriate

## 8.4 Reducing persistent and severe absence

Persistent absence is where a learner misses 10% or more of school, and severe absence is where a learner misses 50% or more of school. Reducing persistent and severe absences is central to the college's strategy for improving attendance and progress.

LDE UTC will:

> Use attendance data to find patterns and trends of persistent and severe absence

> Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

> Hold regular meetings with the parents of learners whom the college (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - o Discuss attendance and engagement at college
  - o Listen, and understand barriers to attendance
  - o Explain the help that is available
  - o Explain the potential consequences of, and sanctions for, persistent and severe absence
  - o Review any existing actions or interventions

> Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

> Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these learners. In doing so, the college will sensitively consider some of the reasons for the absence

> Implement sanctions, where necessary (see section 5.2, above)

In addition, the college has the following protocols to support reducing persistent and severe absences.

  - o Daily text when the learner does not attend
  - o Follow-up phone calls
  - o Home visits
  - o Parent meetings
  - o Warning letters
  - o Attendance Panel Hearing involving the Local Authority
  - o Attendance contracts
  - o Penalty Notices
  - o Further legal proceedings

# 9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by Heads of School. At every review, the policy will be approved by the full governing board.

# 10. Links with other policies

This policy links to the following policies:

> Safeguarding policy

> Behaviour policy

## Appendix 1: Attendance Codes

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

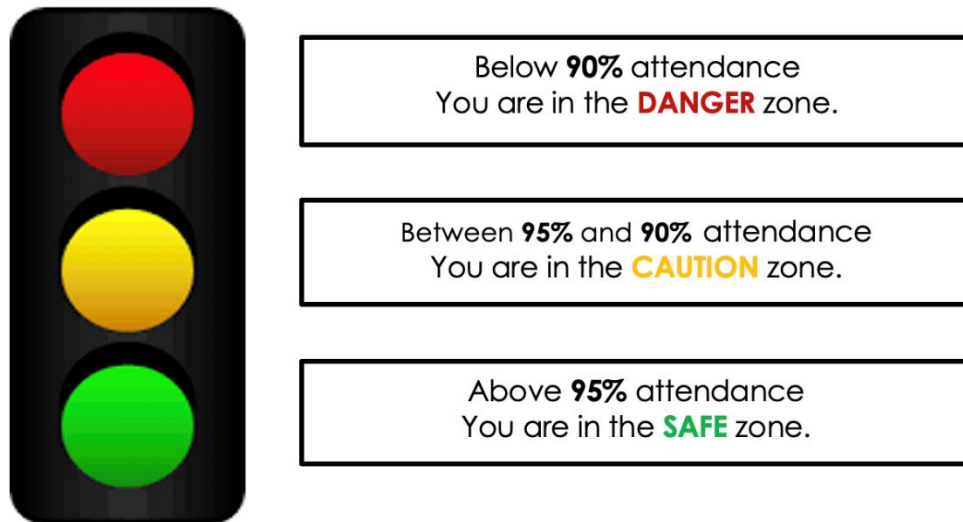| Code | Definition | Scenario |
|------|-----------|----------|
| **/** | Present (am) | Learner is present at morning registration |
| **\** | Present (pm) | Learner is present at afternoon registration |
| **L** | Late arrival | Learner arrives late before register has closed |
| **Attending a place other than the college** | | |
| **K** | Attending education provision arranged by the local authority | Learner is attending a place other than the college at which they are registered, for educational provision arranged by the local authority |
| **V** | Attending an educational visit or trip | Learner is on an educational visit/trip organised or approved by the college |
| **P** | Participating in a sporting activity | Learner is participating in a supervised sporting activity approved by the college |
| **W** | Attending work experience | Learner is on an approved work experience placement |
| **B** | Attending any other approved educational activity | Learner is attending a place for an approved educational activity that is not a sporting activity or work experience |
| **D** | Dual registered | Learner is attending a session at another setting where they are also registered |
| **Absent – leave of absence** | | |
| **C1** | Participating in a regulated performance or undertaking regulated employment abroad | Learner is undertaking employment (paid or unpaid) during college hours, approved by the college |
| **M** | Medical/dental appointment | Learner is at a medical or dental appointment |
| **J1** | Interview | Learner has an interview with a prospective employer/educational establishment |
| **S** | Study leave | Learner has been granted leave of absence to study for a public examination |

| Code | Definition | Scenario |
|------|------------|----------|
| **X** | Not required to be in college | Learner of non-compulsory college age is not required to attend |
| **C2** | Part-time timetable | Learner is not in college due to having a part-time timetable |
| **C** | Exceptional circumstances | Learner has been granted a leave of absence due to exceptional circumstances |
| **Absent – other authorised reasons** | | |
| **T** | Parent travelling for occupational purposes | Learner is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes |
| **R** | Religious observance | Learner is taking part in a day of religious observance |
| **I** | Illness (not medical or dental appointment) | Learner is unable to attend due to illness (either related to physical or mental health) |
| **E** | Suspended or excluded | Learner has been suspended or excluded from college and no alternative provision has been made |
| **Absent – unable to attend college because of unavoidable cause** | | |
| **Q** | Lack of access arrangements | Learner is unable to attend college because the local authority has failed to make access arrangements to enable attendance at college |
| **Y1** | Transport not available | Learner is unable to attend because college is not within walking distance of their home and the transport normally provided is not available |
| **Y2** | Widespread disruption to travel | Learner is unable to attend because of widespread disruption to travel caused by a local, national or international emergency |
| **Y3** | Part of college premises closed | Learner is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open |
| **Y4** | Whole college site unexpectedly closed | Every learner absent as the college is closed unexpectedly (e.g. due to adverse weather) |

| Code | Definition | Scenario |
|---|---|---|
| **Y5** | Criminal justice detention | Learner is unable to attend as they are:<br><br>• In police detention<br><br>• Remanded to youth detention, awaiting trial or sentencing, or<br><br>• Detained under a sentence of detention |
| **Y6** | Public health guidance or law | Learner's travel to or attendance at the college would be prohibited under public health guidance or law |
| **Y7** | Any other unavoidable cause | To be used where an unavoidable cause is not covered by the other codes |
| **Absent – unauthorised absence** | |
| **G** | Holiday not granted by the college | Learner is absent for the purpose of a holiday, not approved by the college |
| **N** | Reason for absence not yet established | Reason for absence has not been established before the register closes |
| **O** | Absent in other or unknown circumstances | No reason for absence has been established, or the college isn't satisfied that the reason given would be recorded using one of the codes for authorised absence |
| **U** | Arrived in college after registration closed | Learner has arrived late, after the register has closed but before the end of session |
| **Administrative codes** | |
| **Z** | Prospective learner not on admission register | Learner has not joined college yet but has been registered |
| **#** | Planned whole-college closure | Whole-college closures that are known and planned in advance, including college holidays |

**What makes good attendance?**

The LDE UTC will systematically follow up absences according to this policy, which is reviewed annually, and systematic procedures. The illustration below shows how the follow-up of absence is prioritised:

**The diagram below indicates how cases will be prioritised:**

Below **90%** attendance
You are in the **DANGER** zone.

Between **95%** and **90%** attendance
You are in the **CAUTION** zone.

Above **95%** attendance
You are in the **SAFE** zone.

When addressing attendance concerns, LDE UTC follows the three-stage model of intervention promoted by the Local Authority of Newham (LBN). This model allows the College to work together with other agencies to plan the most appropriate way forward to meet the needs of each learner.

**Stage 1**

**Criteria: Attendance Level is between 100% and 95%**

**Service Provider:  LDE UTC**

Learners whose attendance is between 100% and 95% will be monitored by their Head of Year, the attendance officer and the attendance lead to ensure their attendance stays above 95%. This response is detailed in the UTC procedures.

**Stage 2**

**Criteria: Attendance Level is between 95% and 80%**

**Service Provider: LDE UTC, with the support of the Attendance Management Welfare Adviser from Newham Local Authority**

Learners whose attendance is between 95% and 80% will require additional support to return them to over 95%.

The College will send letters home highlighting concerns with attendance and punctuality, and provide parents with evidence in the form of each learner's registration certificate. Parents will be invited into college if the attendance concerns continue, or home visits may be conducted. An agreed protocol will always be followed when LDE UTC Staff is required to conduct a home visit. The attendance team will offer extra pastoral support, as well as, one-to-one meetings with learners to set attendance targets. If there are safeguarding issues an Early Help or MASH referral may be completed.

The LDE UTC will also utilise its allocated Attendance Management Welfare Adviser (AMWA) to hold meetings, conduct home visits, hold pre-referral meetings and/or attendance panel hearings, or create contracts with parents

- o   Requests to attend panel meetings are sent by the AMWA and held at LDE UTC. During these panels, parents will be asked to create a contract to help ensure their child's attendance improves.  Maybe you could just say following a referral being made to the Attendance Targeted Support Service, the AMWA will contact you directly to arrange or discuss the case.

A Penalty Notice (PN) may be issued if no improvement in the learner's attendance occurs.

**Stage 3**

**Criteria: Attendance level is below 80%.**

**Service Provider: LDE UTC, with the support of the Attendance management team Attendance Targeted Support Service**

If there has been no improvement in attendance during stages 1 and 2, the College will refer the learner to the Newham attendance team (ATSS) to begin legal proceedings.

**Useful school contacts**

| | |
|---|---|
| Absence Line KS3 and 4 | absence@ldeutc.co.uk |
| Absence Line KS5 | sixthformabsence@ldeutc.co.uk |
| Vice Principal- Personal Development | Gloria Gold<br>Gloria.Gold@ldeutc.co.uk |
| Vice Principal – Post 16 | Kenan Drugzani<br>kenan.drugzani@ldeutc.co.uk |
| Attendance Officer Lower School | Ziba Agdelen<br>ziba.agdelen@ldeutc.co.uk |
| Head of Year 9 | Abdoulaye Taylor<br>Abdoulaye.Taylor@ldeutc.co.uk |
| Head of Year 10 | Mohamed Abbas Omar<br>Mohamed.AbbasOmar@ldeutc.co.uk |
| Head of Year 11 | Stewart Macdonald<br>Stewart.MacDonald@ldeutc.co.uk |
| Pastoral Lead- Sixth Form | Sian Cullen<br>Sian.Cullen@ldeutc.co.uk |
| Wellbeing Lead- Sixth Form | Tony Green<br>Tony.Green@ldeutc.co.uk |
| Attendance Lead – Sixth Form | Steve Baker<br>steve.baker@ldeutc.co.uk |

**Legal References**

Section 7 of the Education Act 1996 states that *the 'parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable to his/her age, ability and aptitude, and to any special educational needs he/she may have, either by regular attendance at school or otherwise.'*

Section 175 of the Education Act 2002 places a duty on local authorities and governing bodies to have regard to guidance issued by the Secretary of State with regard to safeguarding and promoting the welfare of children and learners under the age of 18.

The Children Act 1989 provides for a number of actions that can be taken to protect children's safety and welfare, on the premise that the welfare of the child is paramount.