



St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

ATTENDANCE POLICY

The Mission Statement:

'St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally, forming them through Faith so they can achieve their aspirations and contribute to their community.'

<i>Date of Review:</i>	September 2024
<i>Date of Ratification:</i>	September 2024
<i>Date of Next Review:</i>	August 2025
<i>Chair of Governors:</i>	Mr. O. McColgan
<i>Policy Approving Body:</i>	CME
<i>Policy Owner:</i>	Mr G McCaughan
<i>Statutorily Published on Website:</i>	No

Attendance at School

Introduction

Saint John Fisher Catholic Comprehensive School is committed to providing outstanding educational opportunities for all our pupils. We recognise the importance of regular attendance in maximising the benefit of any educational opportunity. Encouraging and supporting excellent attendance is a crucial part of supporting our pupils and students to learn effectively.

Saint John Fisher Catholic Comprehensive School attendance expectation is 100% if attendance falls below 96% formal action will be taken

This policy is written with reference to DfE guidance including 'School attendance: Guidance for maintained schools, academies, independent schools and local authorities', 'Keeping Children Safe in Education' and 'Children Missing Education'.

Purpose

The purpose of this policy is to ensure that all Saint John Fisher Catholic Comprehensive School stakeholders including pupils and parents/carers understand the importance of regular attendance at school and their roles and responsibilities regarding attendance. Research has shown that there is a direct correlation between school absence and overall achievement. Poor attendance also affects young people's ability to make and sustain friendships and can interrupt the routine of school life, making it hard to settle when they do attend.

Saint John Fisher Catholic Comprehensive School aims to raise the achievement of all its students and to ensure that it meets the following aims:

- To encourage learners to adopt healthy lifestyles
 - To ensure learners feel safe and adopt safe practices
- To ensure learners enjoy their education
- To encourage learners to make a positive contribution to the community
- To aid learners to prepare for their future economic wellbeing.

Saint John Fisher Catholic Comprehensive School recognises that attendance is a critical factor in student success. It therefore aims to achieve significantly improved attendance levels and to increase the number of students with greater than 96% attendance each year, whilst recognising that the attendance of SEND students is complex and multifaceted.

This policy takes into account the following Government documents: Working together to improve school attendance, Aug 2024 Working together to improve school attendance (publishing.service.gov.uk) Summary table of responsibilities for school attendance, Aug 2024 Summary table of responsibilities for school attendance (publishing.service.gov.uk)

Staff Information and Contact Details

Mr McCaughan (g.mccaughan@stjohnfisher.school) is the senior leader responsible for the strategic approach to attendance in school.

The following staff can also be contacted with regards to attendance:

Mrs. Lennon	Headteacher (responsible for authorising holidays in term time and overall authority of all attendance)	headteacher@stjohnfisher.school
Mrs. Simpson Ms. Robb	Family Liaison Officer and Assistant FLO (can provide more detailed support on attendance and link in with social services support)	j.simpson@stjohnfisher.school n.robb@stjohnfisher.school
Mrs. Puddy	Attendance Officer (responsible for day-today management of attendance, taking first day of absence calls)	attendance@stjohnfisher.school
Ms. Tabiri (yr 7) Mr. Jennings (Yr 8) Ms. Chapman (Yr 9) Ms. Clarke (Yr 10) Mr. Oni (Yr 11) Mr Akif (Yrs 12 and 13)	Heads of Year (can arrange interventions to support pupils in school)	e.tabiri@stjohnfisher.school a.jennings@stjohnfisher.school t.chapman@stjohnfisher.school l.clarke@stjohnfisher.school s.oni@stjohnfisher.school o.akif@stjohnfisher.school

Underlying Principles

The 2024 Department for Education document, [Working Together to Improve Attendance](#) states that:

‘Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.’

The Department for Education has published a guide to help parents [Guidance for parents on school attendance](#).

All pupils are encouraged to attend school every day of the 190 days that school is open. The register is called twice daily, and pupils are expected to be present for the 380 sessions, or half-days. That leaves 175 days for family holidays and other needs.

DFE guidance states that 'The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.'

St John Fisher Catholic Comprehensive School supports the government guidance that pupils should maintain a minimum of 96% attendance for all pupils. Many of our pupils achieve 100% attendance over one, two or three terms. Some pupils achieve 100% attendance over more than one year. Pupils, parents, and staff are rightly proud of such remarkable achievement.

Pupil Attendance Policy

Unauthorised Absence

The law of England and Wales is quite clear about absence from school. In the school register schools **must** differentiate between authorised and unauthorised absence.

Authorised absence is where the school has either given approval in advance for a pupil of compulsory school age to be out of school or has accepted an explanation offered afterwards as satisfactory justification for absence. All other absences must be treated as **unauthorised**.

- **Parents can not authorise an absence, only the Head Teacher can do this.**
- Parentally condoned unauthorised absence can be a problem as it means disruption to a child's education. The Headteacher need not accept a parental explanation for a pupil's absence whether written, telephoned or given in person and where parentally condoned absence appears to be a problem, the School Attendance Team will be involved at an early stage.
- If there are ten unauthorised absences in a six-week period, a referral will be made by the school to Medway's Attendance Advisory Service for Schools and Academies (AASSA) requesting the issue of a penalty notice being served to each parent/ carer that resides with the pupil, resulting in a £60 Penalty Notice, increasing to £120 if not paid within 21 days.
- Failure to pay the penalty notice, within 28 days, will result in a court prosecution, for your child's irregular school attendance, being taken against you under section 4441 of the education Act 1996, where you could be subject to a fine of up to £1000, and a criminal record.

Escalation

- Telephone calls
- Letters
- Request medical evidence
- Attendance meeting
- Issue Notice to Improve (review in 3 weeks NB – A Penalty Notice may be issued as soon as an unauthorised absence is recorded)
- Referral to LA

Parent /carer's responsibility and how to report absence

- Ensure their child attends every day the school is open except when a statutory reason applies.
- Notify the school as soon as possible when their child must be unexpectedly absent (e.g. sickness).
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.

Email: attendance@stjohnfisher.school

Website: <https://stjohnfisher.school/home/contact/report-absence/>

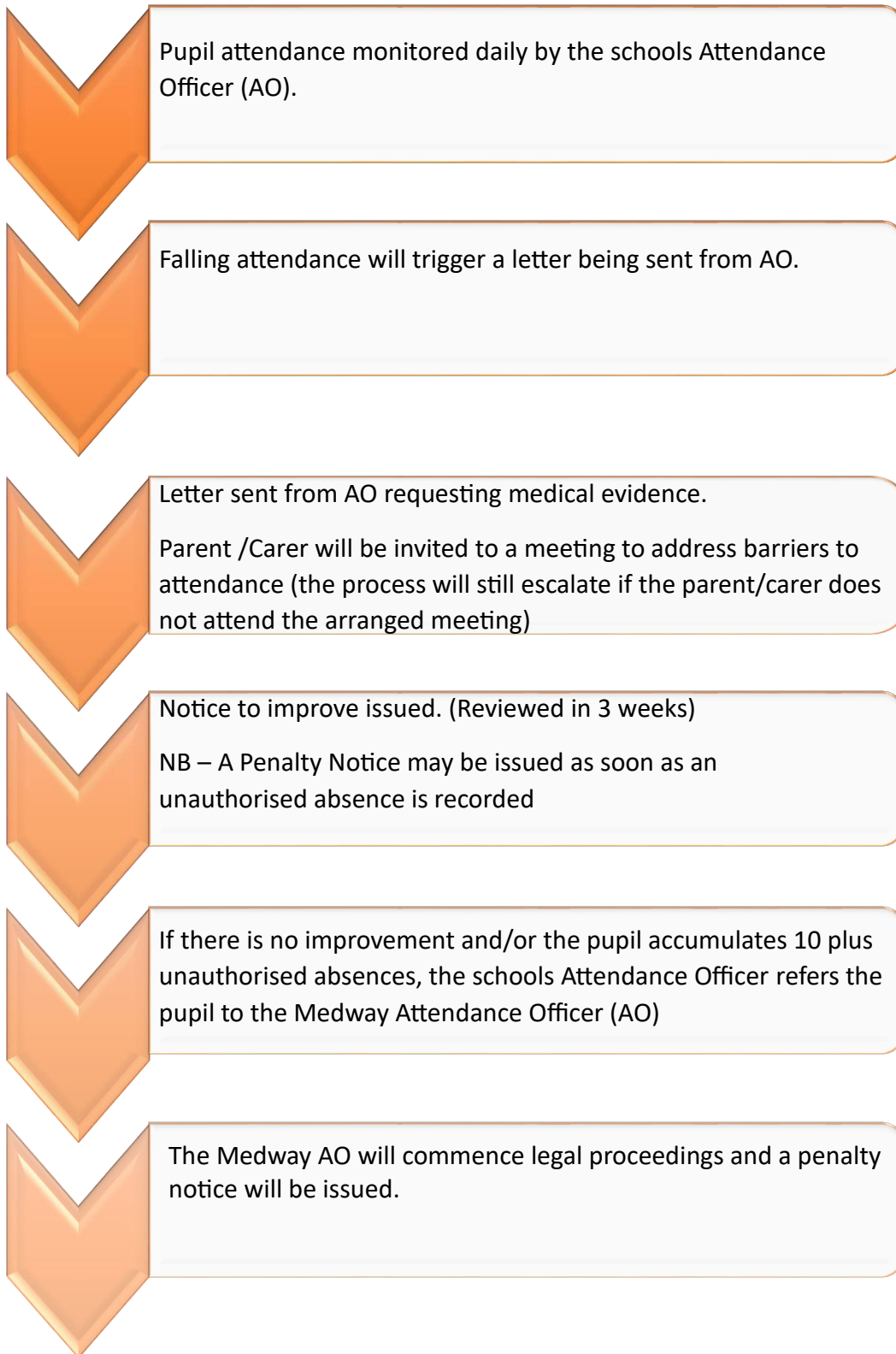
Telephone: **01634 543123**, then press **2**

Timings of the School Day

Time	Session
8.00- 8.30am	Breakfast Club (normal canteen prices apply)
8.30-8.50am	Form Time: Preparation for learning, prayer and reflection AM register taken between 8.35-8.50am A pupil is marked late if they arrive onsite or to form after 8.35am They will be given an unauthorised absence mark if they arrive onsite after 9am.
8.50-9.55am	Session 1
9.55-11.00am	Session 2
11.00-11.15am	Break
11.15am-12.20pm	Session 3
12.20-1.25pm	Session 4 PM register taken between 12.20-12.30pm A pupil will be marked late if they arrive to lesson or to school after 12.25pm They will be given an unauthorised absence mark for the afternoon session if they arrive onsite after 12.45pm.
1.25-2.10pm	Lunch Wednesday: early exit at 2pm
2.10-3.15pm	Session 5

Schools process for falling attendance

The flow chart below demonstrates the process that the school follows with regard to persistent absentees.



Penalty Notices

Unauthorised penalty notice will be issued following 10 unauthorised sessions in a 10-week period

School will refer via AASSA 2024-2025 referral form, the school will provide evidence of letters/emails, medical evidence, meeting notes, (these will be provided as evidence even if the parent/carer did not attend the arranged meeting, Notice to Improve, and a registration certificate showing 10+ unauthorised sessions of absence.

Escalation

First offence

The first time a Penalty Notice is issued the amount will be: £80 per parent, per child paid within 21 days. This increases to £160 per parent, per child if paid after day 21, until day 28. Any non-payment of the Penalty Notice may be referred to the Magistrates Court by the Local Authority.

Second Offence (within 3 years)

The second time a Penalty Notice is issued the amount will be £160 per parent, per child paid within 28 days. Any non-payment of the Penalty Notice may be referred to the Magistrates Court by the Local Authority.

Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed a Penalty Notice will not be issued, and the case may be presented straight to the Magistrates' Court under s.444 of the Education Act (1996) or other legal interventions considered. The Magistrates' Court can order fines up to £2500 per parent, per child.

Holidays

Any holiday-related absence taken that includes 10 sessions in 10 weeks, may result in a Penalty Notice. In this instance, a 'Notice to Improve' notification will not be issued beforehand.

As a school we prioritise teaching and learning, therefore, in accordance with the school's attendance policy and DfE guidelines, St John Fisher Catholic Comprehensive School will not authorise holidays during term time.

Permission, however, may be granted only in exceptional circumstances, when the benefit of the absence far outweighs the benefit of school attendance. A request for such absence should be made in writing to the Headteacher.

When requesting leave of absence during term time may you be reminded that 10 days of absence equates to 20 sessions missed schooling which is equivalent to 5.2% of absence.

Notes on Holidays:

A formal application must be made in writing, IN ADVANCE, to the Headteacher via the email headteacher@stjohnfisher.school

Permission sought after a holiday has been taken will not be granted.

The Anti-Social Behaviour Act 2003 has made it possible that certain cases of unauthorised absence can be dealt with by way of a penalty notice. These penalty notices will require the recipient to pay currently £60.00 if paid within 21 days or £120.00 if paid within 28 days. A penalty notice will be issued to each parent/ carer that resides with the pupil. Non- payment of the penalty notice will result in prosecution in the Magistrates Court.

If a Parent or Carer request for a term holiday is refused, but the holiday taken, it will be recorded as unauthorised absence and a referral will be made by the school to Medway's Attendance Advisory Service for Schools and Academies (AASSA) requesting the issue of a penalty notice being served to each parent/ carer that resides with the pupil.

If the parent/ carer removes a pupil from their education for the purpose of a suspected holiday without advising the school this will be referred to the Family Liaison Officer to conduct a home visit. On the third day of absence a letter will be sent, or home delivered, requesting that the parent/ carer contacts the school within 2 days to confirm the reason for absence and request medical evidence to be able to authorise the absence. If there is no one at home during the home visit, and no response is made to the letter left, it will be assumed to be a holiday absence. A referral will be made by the school to Medway's Attendance Advisory Service for Schools and Academies (AASSA) requesting the issue of a penalty notice being served to each parent/ carer that resides with the pupil.

Lateness to school

All pupils are asked to arrive punctually to school. Punctuality is taken seriously by the school.

- Pupils must arrive at school by 8.30 am, when the gates close.
- Pupils then have five minutes to move to registration. They must be with their tutor by 8.35am or are otherwise late for school.
- Pupils who arrive after 8.35 a.m. will need to report to the late line, located by the Chapel, instead of going to form. They sign in with their Pastoral Care Leader in this lineup.

Pupils arriving after the close of registration at 9.00a.m. will have an unauthorised mark for the morning session. They enter the City Way site via main reception and sign in with the receptionist there. A copy of each day's late lists will then be passed to the Attendance Officer.

Sanctions:

When a pupil arrives after 8.35am:

They are sanctioned with a ten-minute detention after school. This detention is run nightly by the Head of Year and Assistant Head of Year in their chosen venue. (PCLs should be on the gate to check that late pupils do not just leave).

Pupils who fail to attend their ten-minute detention will then be kept for a thirty-minute detention after school the following day.

Where a pupil has 3 late marks after close of registration (9am):

a letter will be sent by the School advising of our concerns and request medical evidence for each late session. The pupil's PCL will also have a conversation with them to emphasise the importance of good punctuality.

Further lates after close of registration (a 'U' code is an unauthorised absence) will be referred to the School's Attendance Team. If pupils have ten unauthorised absences in a six-week period a referral will be made by the school to the AASSA requesting the issue of a penalty notice being served to each parent/ carer that resides with the pupil. This is £120 per parent/carer if paid within 28 days, £60 if paid within 21 days. Unpaid penalty notices are referred to the Magistrates Court

Rewards and Incentives

Pupils who have no late morning / afternoon marks will be rewarded with a free trip to celebrate their achievement. (Please note that this is purely for punctuality and their attendance is not contingent upon this unless in exceptional circumstances – e.g. a pupil who has 5% attendance but is always on time for those days). Trips will be at the discretion of the Head of Year, Senior Leadership Team and SLT line manager for attendance.

Certificates will be awarded to those who have 100% attendance at the end of terms 2, 4 and 6. This will be presented during celebration assemblies held by the Head of Year.

Illness, medical and dental appointments

If your child is too sick to attend school, please report your child's absence on the first day of absence, either by contacting the Attendance Officer at attendance@stjohnfisher.school or by completing the absence reporting page on the school website at <https://stjohnfisher.school/home/contact/report-absence/>

If your child does not attend school by 9am and we have not had confirmation of absence via the mechanisms above, the Attendance Officer will make a first day of absence call to the parent / carer to ascertain why the pupil is absent. Repeated failure to respond to first day of absence calls from either parent / carer or other emergency contacts will be referred to the school's Family Liaison team.

As far as possible medical appointments should be made outside of school hours. Medical appointments can count as authorised absence, but the school will need to see proof of their appointment. Hospital Consultant appointments will be classed as authorised absence; however, proof of appointment must be shown to the school. Alternatively, evidence may be emailed to the school attendance officer at attendance@stjohnfisher.school. If the authenticity of illness is in doubt, medical evidence may be requested. This may be in the form of doctor's note (either a screen shot or an appointment card), appointment letter from Paediatrician or Consultant, sight of prescription or sight of prescribed medication etc. All medical evidence will be passed to the attendance officer who will then update records with the correct DfE register codes.

Days of religious observance

This is absence to take part in any day set aside exclusively for religious observance by the religious body to which the parents belong, including religious festivals. Parents should give advance notice.

Interviews

Interviews with prospective employers, Further Education (FE) or for a place at another school. The school will ask for advance notice and proof of appointment such as a letter or invitation.

Study Leave

Study leave is granted sparingly and is for Year 11 and 13 pupils only. This leave of absence may vary from year to year depending on school arrangements. Study leave when granted will be notified to parents/carers and pupils in advance and will be close to or during the external examination period.

Suspension and Permanent Exclusion

A pupil suspended for a fixed term remains on roll and the absence is authorised while the pupil is requested to stay at home. If the suspension is for longer than five days and the pupil is required to attend 6th day provision, failure to attend this will not be authorised. Permanent exclusions from St John Fisher School are rare but during the period of appeal or review, the absence is authorised. The pupil will be required to attend an alternative provision from the 6th day after a permanent exclusion. A pupil's name may be removed from the roll on the first school day after the day on which:

1. The independent appeal panel upholds the permanent exclusion
2. The independent appeal panel does not uphold the permanent exclusion, but does not direct the pupil to be reinstated
3. The prescribed period for lodging an appeal has expired and the parent/carers has not lodged an appeal
4. The parent has, before the expiry of the prescribed period, advised the LA in writing that he/she does not intend to appeal

Electing for Home Education

Parents have the right to home-educate their children. Medway Council monitors elective home education through a dedicated post within the Inclusion Team. The Inclusion Team manager oversees notification of children educated at home, or parents who are considering removing their child from school to educate at home. There is a clear process in place to track the progress of elective home education and it is undertaken jointly through multi-disciplinary co-operation.

- Parents/ carers inform the school in writing that they intend to remove their child from school roll to 'educate otherwise.'
- The school will write to parent / carers to discuss their decision further.
- St John Fisher Catholic Comprehensive School will notify Medway local authority (LA) of an elected home-education pupil via Medway's referral form.
- On receipt of the notification, Medway LA will add the pupil to the LA database, which will trigger immediate action.
- The pupil will remain on school roll for 10 school days, in line with Medway Council's Elective Home Education policy.

Parents and carers can access more information about home elective education with Medway Council and download [Medway Council's Elective Home Education Policy](#)

Children Missing in Education

If a pupil has left St John Fisher School with no forwarding school or academy:

- The attendance officer will make a referral to the Family Liaison Officer team with as much information about the pupil as is known by the school.
- The independent Attendance Advisor makes enquiries, including a home visit. If this visit clarifies that the pupil and family have left the home, this information will be passed to the school's Attendance Officer who will complete a Child Missing in Education (CME) form and Refer to the attendance advisory practitioner (AAP).

The local authority CME team will then carry out the following checks:

- Council tax/benefit systems checked.
- Enquiries made of partners and other agencies including Children's Social Care and partner agencies with responsibility for housing to establish any additional risks to young person.
- Pupils will only be off rolled after consultation and agreement from the LA's CME officer.

Roles and Responsibilities

All Pupils

Parents

- Ensure their child attends every day the school is open except when a statutory reason applies.
- Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.

Email: attendance@stjohnfisher.school

Website: <https://stjohnfisher.school/home/contact/report-absence/>

Telephone: **01634 543123**, then press **2**

School

- Proactively use data to identify pupils at risk of persistent absence.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.
- If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.

Governing Body

- Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.
- Ensure school leaders fulfil expectations and statutory duties.
- Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.
- Ensure school staff receive training on attendance.

Local Authority

- Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.
- Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.
- Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.

- Offer opportunities for all schools in the area to share effective practice.

Pupils at risk of becoming persistently absent

Parents

- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support

School

- Proactively use data to identify pupils at risk of persistent absence.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.
- If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.

Governing Body

- Regularly review attendance data and help school leaders focus support on the pupils who need it.

Local Authority

- Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.
- Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.
- If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met, and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners

Persistently absent pupils

Parents

- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.

School

Continue support as for pupils at risk of becoming persistently absent and:

- Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.
- Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.
- Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.
- Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings

Governing body

- Regularly review attendance data and help school leaders focus support on the pupils who need it.

Local Authority

Continue support as for pupils at risk of becoming persistently absent and:

- Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.
- Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.
- Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

Parents

- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.

School

Continue support as for persistently absent pupils and:

- Agree a joint approach for all severely absent pupils with the local authority.

Governing body

- Regularly review attendance data and help school leaders focus support on the pupils who need it

Local Authority

Continue support as for persistently absent pupils and:

- All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.
- Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

Parents

Not applicable.

School

- Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.
- Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.

Governing body

- Regularly review attendance data and help school leaders focus support on the pupils who need it.

Local Authority

- Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents

- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the support offered.

School

- Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals.
- Regularly monitor data for such groups, including at board and governing body meetings and with local authorities

Governing body

- Regularly review attendance data and help school leaders focus support on the pupils who need it.

Local Authority

- Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.
- Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker

Parents

- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the support offered.

School

- Know who the pupils who have, or who have had, a social worker are.
- Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.
- Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.
- Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.

Governing body

- Regularly review attendance data and help school leaders focus support on the pupils who need it.

Local Authority

Ensure that all Children's Social Care practitioners understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.

Through the work of Virtual School Heads, they should:

- Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.
- Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.
- Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents

- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the support offered.

School

- Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.
- Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.
- Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.

Governing body

- Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.
- Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.

Local Authorities

Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.

(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:

- Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever they live or are educated.
- Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.
- Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.
- Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

APPENDIX: Sixth Form Attendance

Although not subject to the same legal framework as attendance in Years 7-11, pupils in sixth form are still expected to maintain an attendance rate of 96% or above in order to maximise their academic potential. The flow chart below shows the process that the school will follow to encourage pupils to maintain a good level of attendance.

Sixth formers who arrive after 8.35am will then complete a ten-minute detention after school with their Head of Year.

