

Attendance Policy

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Attendance at Morecambe Bay Academy

Morecambe Bay Academy recognises the clear link between the attendance, punctuality and attainment of its students. We also recognise that promoting good attendance and punctuality prepares young people for the expectations of working life – attending school regularly also supports a child's positive health and wellbeing through social interaction and engagement with their peers

The aim of this policy is to encourage the highest level of attendance for all students. The target for all students is to achieve 100% attendance. Our minimum expectation for is attendance over the academic year of 97%.

Our philosophy is to "listen, understand, empathise – but not to tolerate" poor attendance. Morecambe Bay Academy believes that every member of staff plays a very significant role in achieving excellent attendance for all our students.

Guiding principles:

- To improve the overall percentage of attendance of all students with a target of 100% and a minimum expectation of 97% making this clear to all parents, staff and students
- To raise the profile of attendance and make it a priority for staff, students, parents/carers and the Governing Body
- To ensure that where attendance is an issue parents/carers and students are listened to and understood with appropriate support offered and formalised
- To develop and monitor clear procedures for maintaining accurate registers
- To develop a systematic approach to collating, analysing and acting upon attendance data in order to target attendance related issues
- To provide a framework within which all staff can work to provide a consistent approach to raising levels of attendance by using and working with relevant agencies as appropriate
- To provide a safe, caring and compassionate environment where every student feels a belonging to the school
- To work with students and their families to ensure good attendance and punctuality to school
- For all staff to be aware that absence may also mean that a young person is more vulnerable to safeguarding risks
- To have regard to the Disability Discrimination Act 1995 and make reasonable adjustments for young people when required.

Creating a culture of 'good attendance' at Morecambe Bay Academy:

- We believe that working together, collectively we can ensure excellent attendance of all students
- Morecambe Bay Academy has a solution-focused approach to overcoming barriers and improving attendance
- Letters/postcards/emails/text messages/form time materials/weekly newsletter to

parents will communicate the importance of good attendance and celebrating successes every fortnight and at the end of every half term

- Website updates will include a clear link to the Attendance Policy, procedures and expectations
- School assemblies and form time PowerPoints will have slides that include a focus on attendance; form/year/house attendance figures, weekly/ half termly/ termly/ annually
- Rewards for forms and individuals for good attendance will include:
 - Letter home- 100% attendance for half term
 - Praise postcards/emails/phone calls- for students with improved attendance
 - Gifts and voucher awards in half termly celebration assemblies
 - Positive posters- to promote good attendance in each form room and around school.
- Attendance will be a standing agenda item on all pastoral meetings
- The Attendance Officer meets weekly with the Deputy Headteacher to ensure that we are doing all we can to support the good attendance of all MBA students.

Expectations of parents and carers:

- Parents/carers are ultimately responsible for their child attending the school regularly (Education Act 1996).
- To ensure that their child attends school on the days that it is open, dressed in full uniform, equipped to learn and on time (by 8.45am)
- To avoid keeping their child absent from school for any reason other than illness or other authorised absence
- To arrange family holidays and activities outside of term time to limit impact on child's progress
- To contact the school by 09.00am on of any absence from school, giving clear reasons for their child's absence by calling 01524 410207 or emailing on absence@morecambebayacademy.co.uk (option 4 to report an absence)
- If no indication of a return to school date is given, parents/carers should contact the school on each day of absence
- Provide a letter/medical letter where appropriate, on their child's return to school that explains their child's absence
- Attend meetings at the school to discuss concerns regarding attendance to school
- To inform the school without delay, if they have concerns about any aspect of their child's education and school life, that they feel is hampering their attendance.

Expectations of students:

- To attend school on the days that it open, dressed in full uniform, equipped to learn and on time (8.45am)
- To avoid being absent from school for any reason other than illness or other authorised absence

- To catch-up on any missed work whilst they have been absent from school, as arranged with their class teacher and available on Synergy
- To inform their Form Tutor if they have any worries about any aspect of their education and school life, that they feel may hamper their attendance.

Expectations on staff:

Attendance Manager/Team:

The attendance manager responsible for leading the attendance team to ensure the systems of intervention, monitoring Persistent Absent (PA) students and keeping attendance intervention tracking up to date are rigorously followed.

Key tasks completed by attendance team in conjunction student support team:

- Ensure that late students are met at the gate and reception after gate closure and issued with a late detention and a card providing an explanation to their form or period 1 teacher
- Record any lateness after the closing of registration at 9.15am as 'U'
- Form-time and P1: Check and chase morning form time registers; recording lates, taking calls/ messages for absent students. Prioritising those most vulnerable (CIN, CP, LAC, Early Help)
- Period 2: First day contact via text. Follow up calls for non-response/ unsatisfactory reasons for absence during this period
- Raise any concerns about vulnerable students absent from school with the DSL and inform appropriate agencies
- Period 3. Conduct home visits encouraging students to attend school for the afternoon session and bringing into school where appropriate
- Period 4. Check and chase PM registers
- Period 5 Stage 3 panel meetings conducted with attendance intervention contracts created and reviewed, PN paperwork, staged letters
- Ensure that the school's official attendance registers are compliant and in line with legal requirements. Any anomalies are reported to the AM in the first instance during the working day
- Monitoring students attendance and administer staged letter interventions and panel meetings
- Make arrangements to ensure that parents/carers who may wish to withdraw their child from attending the school, are contacted with the potential consequences explained. Make formal records on CPOMs
- Provide weekly, monthly, half termly, termly, annual data on attendance for the Deputy Headteacher/Head of School
- Ensure that stages of intervention are followed rigorously and impacts are recorded accurately and in a timely fashion, to be ready for discussion with the Deputy Headteacher in weekly line management meetings
- Work closely with the parents/ carers of targeted students, forging positive and constructive relationships in order to engage parents/ carers and provide support that results in a return to school at the earliest opportunity
- Keep in weekly contact with long term absentees, accurately recording outcomes of

communication on CPOMs. Liaise with the Form Tutor/ Head of Year/ Head of Key stage to ensure that effective reintegration strategies are used

- Identify students groups/individuals and cohorts and support Form Tutor/Head of Year/Head of Key Stage in working with these groups to bring down Persistent Absence
- Liaise with the Court Officer to initiate proceedings and to follow identified protocol
- Take a lead on ensuring students are safeguarded through home visits:
 - Day 1 home visit to at risk students (vulnerable students at child protection or child in need level. Looked after children)
 - Day 2 home visits to vulnerable students if no satisfactory response for absence (in addition to the above vulnerable students at Early Help level or on safeguarding monitoring)
 - Day 3 home visit all students with no contact
 - Day 5 home visit all absences.

Heads of Key Stage:

- Using weekly, half termly and termly attendance data provided by the Attendance Team (AT), monitor the attendance of students within the Key Stage, taking note of patterns amongst students from particular groups, identifying and overcoming barriers
- Work Liaise with AT to ensure that attendance systems are being followed and monitored rigorously
- Liaise with the AT to ensure that parents/ carers of students with poor attendance are receiving appropriate levels of support and challenge
- Lead HoYs to create a positive culture of promoting and celebrating good attendance and punctuality
- Meet with HoYs to plan and review appropriate interventions for stage 3 students who have or are at risk of chronic attendance. Celebrate improved attendance and check in daily with students within their groups
- Support AT and HoYs on complex cases and attend and/ or provide relevant information for EHA referrals and TAF meetings
- When leading reintegration meetings, set appropriate targets as part of reintegration process
- Ensure implement sanctions, in line with the schools behaviour policy where there have been instances of truancy, lates.

Heads of Year:

- Using weekly, half termly and termly attendance data provided by the AT, monitor the attendance of students within the Year, taking note of patterns amongst students from particular groups, identifying and overcoming barriers
- Take appropriate steps such as meeting with students/parents/agencies to support students and parents/ carers to reverse the trend of absence, identifying and implementing relevant pastoral support, closely and accurately monitoring and measuring impact of support against attendance data

- Liaise with AT to ensure that attendance systems are being followed and monitored rigorously
- Liaise with the AT to ensure that parents/ carers of students with poor attendance are receiving appropriate levels of support and challenge
- Lead Form Tutors to create a positive culture of promoting and celebrating good attendance and punctuality
- Share attendance/ punctuality data and information through fortnightly tutor briefings and weekly communication. Delegate actions to Form Tutors; discussion with student, contact with parent, issue of report card, set targets for attendance/ punctuality, praise where improvements are made
- Monitor and mentor students in the stage 3 intervention group who have been identified as those with poor/ deteriorating levels of attendance. Agree short term targets and advise with strategies to improve attendance. Celebrate improved attendance and check in daily with students within their groups
- Liaise with parents/ carers on matter relating to the child's attendance, including supporting the AT in organising panel meetings for students at risk of being poor attendees. Then partake in follow- up review meetings, recording outcomes
- Support AT on complex cases and attend and/ or provide relevant information for EHA referrals and TAF meetings
- When leading reintegration meetings, set appropriate targets as part of reintegration process
- Implement sanctions, in line with the schools behaviour policy where there have been instances of truancy, lates.

DSL/Early Help Assessment Lead:

- Maintain an active caseload of stage 4 students who require EHA and outside agency support
- Prepare detailed and accurate cases for referral through the Early Help Assessment as discussed with the Head of School/Deputy Headteacher
- Liaise with AM, Deputy Headteacher and HoY's/HoKs, parents and students to identify, discuss causes of poor attendance and support
- Liaise with and engage outside agencies in order to support students whose barriers to learning prevent them from attending regularly. Where necessary arranging and co-ordinating meetings with agencies and families
- Ensure good attendance and punctuality are supported and fostered within any conversations with students
- Support with home visits encouraging school attendance.

Form Tutors:

- Ensure that registers are taken accurately within first 3 minutes of form time and that registers are maintained
- Mark lates accurately, issuing late detentions for registration through Synergy and clearly communicating the sanction with the student
- Encourage good attendance through constant reinforcement of individual and class targets during form time. Offer encouragement and creating a competitive environment where students want to be the 'best attending form' in the year/ school

- Liaise with the Head of Year and AT as early as possible where there may be issues of attendance with individual students, groups within the form, or the whole form.
- Monitor and mentor students in the stage 1 and 2 intervention groups who have been identified as those with improving/deteriorating levels of attendance. Agree short term targets and advise on strategies to improve attendance. Celebrate improved attendance/ raise supportive concern to those with declining attendance and check in daily with students within their groups
- Deliver form time materials with enthusiasm. Create a safe and welcoming environment for all students. Forge positive relationships with all students within the form, creating a sense of belonging
- Provide appropriate pastoral support to individual students as directed by Heads of Year.

Class Teachers:

- Take accurate register within first 3 minutes of the lesson during 'Do Now' activity
- Use Oncall if child's absence is not explained on Synergy and the child is not present in their lesson
- Mark any student that is 5 minutes late or after the second bell and issue appropriate detention
- Effectively implement the school's implementation of the curriculum policy
- Effectively implement the school's behaviour policy, creating a safe, orderly and purposeful environment where all students feel valued and have a sense of belonging
- Effectively implement rewards and penalties consistently and fairly in line with the school's behaviour policy
- Develop a mutually respectful professional relationship with all students
- Where a student has been absent, ensure that work that is missed is caught up by providing class notes/ handouts, and/or photocopy another student's work to be stuck into the absent child's book
- Acknowledge and appropriately celebrate a return from absence to further provide a sense of belonging to the class
- Proactively liaise with the student's Form Tutor or Head of Year if there are any concerns.

Curriculum Leaders:

- Develop Schemes of Learning and assessment that allow all students to successfully access their curriculum
- Support class teachers in implementing the rewards and sanctions consistently and fairly
- Quality assure teaching and learning, and absence catch-up work through learning walks, work scrutiny and student voice
- Support class teachers in ensuring any work missed through absence is caught up
- Monitor the progress of students who have/ have had attendance issues.

Careers Coordinator:

- Raise aspirations of all students who are identified by Heads of Year/Careers Lead and include in all one-to-one interviews, referencing each student's attendance record, the importance of good punctuality and good attendance in the school for all Post-16 pathways

Executive Headteacher/ Head of School:

- To make judgment on holidays and special absence requests
- To meet weekly with the Head of School to have robust discussions on whole school/ year/groups/ individual attendance data and review the provision to support 'good' attendance.

Deputy Headteacher:

- To lead on whole school attendance and directly line manage the Attendance Manager
- Weekly meetings with AM and monitor daily/ weekly actions
- Chair weekly vulnerable student meetings to discuss most vulnerable students (PA) and coordinate interventions alongside other pastoral issues
- Have full knowledge and understanding of all complex cases
- Present attendance data to SLT and governors when requested
- Continually review the attendance strategy.

SLT:

- To be aware of those on vulnerable list and who are PA (persistently absent) whilst on-call
- Ensure students are punctual to timetabled lessons whilst on-call
- To be involved in departmental QA and focus on interventions for PA students.
- Continually review curriculum provision to ensure that pathways are appropriate and accessible to meeting the needs of all students.

Thresholds and interventions:

Students will be categorised into 4 subgroups requiring 4 distinct waves of intervention and support. Each subgroup is identified on an attendance tracker with interventions clearly flagged.

Percentage	Stage	Intervention
>97%	1	<p>Students whose attendance falls below 97% or their second day of absence during the first half term will receive a stage one letter reminding parents/carers of our target of 100% and minimum expectation of 97% attendance. Support will be offered at this stage to ensure any barriers to attendance are addressed before this becomes an issue or a habit.</p> <p>Students will be set with targets to improve attendance up to the minimum expectation of 97% and any pastoral support required will be identified and implemented. Students attendance will be monitored and once attendance meets the expected target of 97%, no further action will be taken.</p> <p>These students will be identified by the AM and Form Tutors discuss attendance, explore any potential barriers and support students. Form Tutors have daily conversations with students to encourage positive attendance and engagement with school.</p>
>93%	2	<p>Students whose attendance falls below 93% or following the third day of absence during the first half term will receive a stage two letter reminding parents of our target of 100% and minimum expectation of 97% attendance. A meeting will be offered to parents with HoY or the AT to ensure any barriers to attendance are addressed before this becomes an issue or a habit.</p> <p>This letter will clearly state that all further absences will be unauthorised unless accompanied with medical evidence.</p> <p>Students will be set with targets to improve attendance up to the minimum expectation of 97% and any pastoral support required will be identified and implemented. They will be monitored on a daily basis by heads of year.</p> <p>Students attendance will be monitored and once attendance meets the minimum expected target of 97%, no further action will be taken.</p> <p>Form Tutors will continue to discuss attendance, explore any potential barriers and support students. Form Tutors have daily</p>

		conversations with students to encourage positive attendance and engagement with school.
>90%	3	<p>Students who's attendance falls below 90% or following the fourth day of absence during the first half term will receive a stage three letter inviting parents in for a panel meeting with the AT to identify barriers to learning. Support will be formalised through an attendance intervention contract.</p> <p>This letter will clearly state that absences will continue to be unauthorised and the case may be referred to the LA for a potential penalty notice.</p> <p>Students will be set with targets to improve attendance up to the minimum expectation of 97% and any pastoral support required will be identified and implemented.</p> <p>Form Tutors will continue to have daily conversations with students to encourage positive attendance and engagement with school.</p> <p>Stage 3 will receive day one home visits where possible where there are unsatisfactory reason for absence or a student is particularly vulnerable list. This will be recorded by the AIMS team member who will be accompanied by the relevant Year Leader.</p>
>70%	4	<p>Students who's attendance falls below 70% are categorised as Wave 4 chronic absent student. The AM will discuss the case with DHT to decide on next steps including the appropriateness of PN.</p> <p>In most circumstances the case will be referred to LA for support and referred to the weekly vulnerable student meeting. At this meeting the DSL, HOKs, DHT and AM will discuss barriers and formalise a support plan using the pastoral intervention model. This will include a designated key worker to manage the case.</p> <p>These students will receive regular home visits</p>

Punctuality:

- Any students arriving after 8.45am will be met at the school entrance by a member of staff and will be issued with a 20-minute after school detention for the following day of the late arrival unless there is a known reason for lateness. For example, SEMH

needs/parental communication involving an appointment

- Repeated lateness will be reported to parents/ carers. Repeated lateness after the register has closed may be dealt with in the same way as absence. Parents/ carers may be issued with a Penalty Notice or even prosecuted in the Magistrates Court
- Students must be in form or at assembly line up for 8.47am (second bell will ring). Lateness to form will result in a 20 minute after school detention.

Leave of absence:

Any requests for leave of absence will be strongly discouraged. Requests for absence will be declined unless the parents/ carers are able to demonstrate exceptional circumstances:

- Parents/ carers are strongly discouraged from taking their children on holiday during term time. All requests for leave of absence will be declined unless parents can evidence exceptional circumstances which is at the discretion of the Head of School/ Executive Headteacher
- Requests for holiday leave during exam times will not be authorised under any circumstances
- Parents/ carers must apply for leave of absence using the school's application form which can be requested from the school office or downloaded from the school website. Applications must be made at least 2 school weeks in advance
- If a student fails to return from an agreed period of absence, investigations will be made by staff (telephone calls/ home visits by the AT and possibly other agency)
- If the school's investigations fail to make contact with the parents/ carers and/or student, the case will be referred to the Children Missing in Education (CME) team, who may, after further investigation, inform the school that the student may be removed from roll
- Penalty Notices will be used in cases where an application for the leave of absence is refused and the student is subsequently absent during the dates originally requested. Parents will be warned of potential consequences when an application for leave is denied.

Authorised/ unauthorised absences:

Authorised absence is where the school has given permission for absence in advance or where the explanation given afterwards has been accepted as satisfactory justification for the absence. Parents/ carers may not authorise absences only the school can do this.

Absence may be authorised for such reasons as:

- Illness including mental health
- Unavoidable medical/ dental appointments
- Exceptional family circumstances e.g. bereavement
- Days of religious observance
- Study leave involvement in a public performance
- Elite athlete activities.

Absence will not be authorised for such reasons:

- Looking after brothers/ sisters/ unwell parents/ carers
- Birthdays
- Family holidays where permission has not been granted (please note that family holidays during term time will not normally be approved)
- Special occasions, where the school does not agree that the absence should be granted.

Medical/ dental and other appointments should be arranged out of school hours wherever possible. Where this is not possible, students should, where practically possible, come to the school before the appointment, sign out and return to the school after the appointment.

Confirmation of all appointments by way of appointment card, letter or screenshot of text\email from device must be provided in advance for any absence to be authorised, or an appointment slip presented on arrival at school.

Evidence should be handed to the attendance office to duplicate or emailed direct to absence@morecambabayacademy.co.uk. If medical appointments are to be attended at the start of the day, causing the student to arrive late to school, confirmation of the appointment (as above) must be provided in advance, or a late detention will be issued.

The morning register closes at 9.15am and afternoon register at 1.45pm. If a child is not present at morning or/and afternoon (period 4) registration, they are recorded as absent.

Following an explanation from parents/ carers regarding a student's absence, the school will decide whether it accepts the explanation and authorise/ unauthorise accordingly.

Children Missing in Education

The school's Attendance Officer will notify Lancashire's Children Missing Education Team

when students have missed 10 consecutive school days without permission (or sooner if school are aware that the student is not going to return e.g. moved out of area) via the CME referral form.

The school's Attendance Officer will complete CME9 removal from roll and/or provide Lancashire (offroll@lancashire.gov.uk) with the relevant details where a student has been removed from roll and a start at a new school has been confirmed or where the CME Team has advised the school that removal from roll is authorised.

Penalty Notices:

Section 23 of the Anti-Social Behaviour Act 2003 brought into force Sections 444A and 444B of the Education Act 1996, which empower designated LA Officers to issue Penalty Notices in cases of unauthorised absence from school.

The LA has prime responsibility for developing the Code of Conduct (protocol) within which all partners named in the Act will operate. Circumstances in which a Penalty Notice may be issued include:

- Parentally condoned absence
- Unauthorised leave of absence in term time
- Unwarranted delayed return from an extended leave of absence (without school agreement)
- Persistent late arrival after the register has closed.
- A minimum evidential requirement of fourteen (14x half days) sessions lost to authorised absence by any student across 2 terms during the school year and/or ten (10 x half days) school sessions lost in the current term may also trigger the process. This is not an exhaustive list and each case will be considered individually.
- A Section 444 Prosecution will be considered when:
- A student's attendance is less than 65%
- There has been a lack of response to PN's- such as two already used in an academic year.

Attendance Codes, Descriptions & Meanings:

Codes	Description	Meaning	Physical Meaning
/	Present (AM)	Present	In for whole session
\	Present (PM)	Present	In for whole session
B	Education off site (not Dual reg)	Approval Education Activity	Out for whole session
C	Other authorised circumstances	Authorised Absence	Out for whole session
D	Dual registration	Approved Education Activity	Out for whole session
E	Excluded	Authorised Absence	Out for whole session
F	Extended family holiday (agreed)	Authorised Absence	Out for whole session
G	Family holiday (not agreed)	Unauthorised Absence	Out for whole session
H	Family holiday (agreed)	Authorised Absence	Out for whole session
I	Illness	Authorised Absence	Out for whole session
J	Interview	Approved Education Activity	Out for whole session
L	Late (before registers closed)	Present	Late for session
M	Medical/Dental appointments	Authorised Absence	Out for whole session
N	No reason yet provided for absence	Unauthorised Absence	Out for whole session
O	Unauthorised Abs	Unauthorised Absence	Out for whole session
P	Approved sporting activity	Approved Education Activity	In for whole session
R	Religious observance	Authorised Absence	Out for whole session
S	Study leave	Authorised Absence	Out for whole session
T	Traveller absence	Authorised Absence	Out for whole session
U	Late (after registers closed)	Unauthorised Absence	Out for whole session
V	Educational visit or trip	Approved Education Activity	Out for whole session
W	Work experience	Approved Education Activity	Out for whole session
#	School closed to students & staff	Attendance not required	Out for whole session
Y	Enforced closure	Attendance not required	Out for whole session
X	Non-compulsory school age absence and/or Covid related absence	Attendance not required	Out for whole session
Z	Student not on roll	Attendance not required	Out for whole session
-	All should attend/No mark recorded	No mark	Out for whole session