



Every student. Every day.



WORKINGTON ACADEMY PROCEDURES TO IMPROVE ATTENDANCE, REDUCE ABSENCE AND SUPPORT THE LIFE CHANCES OF OUR STUDENTS

COLLABORATIVE APPROACH TO IMPROVING ATTENDANCE & REDUCING ABSENCE

Successfully addressing and treating the root causes of absence and removing barriers to attendance at school, requires all staff to work collaboratively with, (not against) families.

We all work together to;

EDUCATE, EXPECT & ASPIRE

Educate, expect and aspire to high standards of attendance from all pupils, parents and carers and build a culture where all can and want to be in school and ready to learn by prioritising attendance improvement across the academy.

CELEBRATE, PRAISE AND RECOGNISE

Celebrate, praise and offer recognition to students who consistently aspire to have high attendance along with those who secure significant improvements.

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at year group, sub group and individual level) as soon as possible, so that all parties can work together to resolve them before they become entrenched.

LISTEN, UNDERSTAND & BUILD RELATIONSHIPS

When a pattern is spotted, communication must be made with parents and students at the earliest opportunity. Discuss the patterns and barriers to attendance and agree on a solution as to how all parties can work together to resolve them.

FACILITATE SUPPORT

Remove barriers in school and help students and parents to access the support that they need to overcome barriers in or out of school. This may include an EHA, TAF or other referral, particularly where absence is a symptom of a wider issue.

FORMALISE SUPPORT

Where absence persists and voluntary support is not working and is not engaged with, staff should work together to explain the consequences clearly and ensure support is in place to enable families to respond. Depending on the circumstances, this may include a referral to the LA.

ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, attendance at school must be enforced through statutory intervention or prosecution to protect the student's right to education.



**Attendance
Matters**
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COLLABORATIVE EARLY RESPONSE TO ABSENCE

7.45am – 8.35am - SBE accesses absence messages and calls.

Daily absence list is created and circulated to the Pastoral Team by 8.45am, (**SBE**).

Students who are on Action Plans, in PA (below 90%) and the number of consecutive days off for the student is also highlighted on the list to also help to inform actions.

For students where the reason for absence is not acceptable, 'ill' / 'unwell' / 'bad head' / 'cold' etc – are contacted to make them aware of this and that arrangements need to be made for them to come into school. (**SBE / YGTs**)

Students on Attendance Action Plans are highlighted – the staff member leading the plan is responsible for contacting the parent and reminding them of this and that the plan will be failed and moved to the next stage of the process unless medical evidence is provided.

8.45am – Form Tutor Registers are completed, (**Form Tutors**)

YGTs run a report of students who are absent – visit Form Groups to check on absentees / remind Tutors to mark students as late where applicable, (**SLT Links and staff attached to YGs could also support with this**)

SBE completes Late Gate Register Log and adds Late Marks to SIMS.

A member of SLT (Duty Team Leader for the day) also supports SBE on Late Gate – 8.35am – 8.55am

Contact made with parents of students who are late to school & detentions arranged (**SBE**)

8.55am – 9.40am

YGTs prioritise analysing attendance and following up on absence for all students in the Year Group, (**YGTs**).

Contact is made with all absentees by phone to discuss the reason for absence – all SIMS contacts contacted with PR.

Students are contacted in order of vulnerability and concern.

Any students who are absent who have a SW or external agency involvement – all are informed (**YGT**).

SPAs, SEN Team, SEO and **SBE** to support absence phone calls for students on their caseloads.

Siblings identified and person best placed to phone the family makes contact.

Where possible all absentees are encouraged to come into school and arrangements to be made to support this.

All contact logged on SIMS. Text messages are sent as a last resort - where no answer can be sought from **any contact**.



PHONE CALLS and CONTACT with Parents / Carers

- Supportive (but firm) manner. We are following up absence, with the welfare of the child at the centre.
- Discuss specific reason for absence.
- Refer to attendance figures (this year and previous year), days/sessions missed to date and most importantly learning hours lost to date (5 hours per day).
- Discuss patterns / trends if applicable.
- Need for medical evidence or that absence will be unauthorised (if applicable)
- Where appropriate – please recommend ways to parents to get students back in to school later this morning / today or at the earliest opportunity this week.
- If no answer – try all SIMS contacts.
- Email / Text if cannot reach by phone.

9.45am – 10.05am

All staff involved in following up absence meet in Conference Room. **SLT Daily link member** also to attend.

All staff bring a copy of their completed YG attendance proforma detailing absentee key information & follow up contact made, along with % attendance for YG. [WA Year Group - Daily Attendance Meeting Proforma.docx](#)

Meeting led by **SLT DAILY LINK - Meeting Proforma completed** - [Workington Academy Daily Attendance Meeting Proforma.docx](#)

Key Follow Up Actions from each Year Group / Caseload identified.

Student Home Visit Priority List / Student Collection list for the day identified and shared across Pastoral and SL Team, along with current % Attendance for each Whole School and YG, (**SLT LINK / SBE**)

Students prioritised in order of vulnerability and likelihood of bringing back into school.

10.05 – 10.20am

Student Home Visit Route planned by daily home visit team, using priority information and student postcodes.

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Home Visits Begin, (Rota in place – with designated staff identified).

Further follow up actions by other YGTs / Pastoral Staff members completed throughout the day to support improvements in PM and future attendance.

Students with no contact, but who are not on the initial home visit list – need further contact attempts made – using all SIMS contacts.

Where needed a member of SLT is used to support Home Visits.



Home Visits / Welfare Checks – Begin at 10.15am.

Staff conducting Welfare Checks / Home Visits approach these with a view that their job is to bring the students back into school with them. (WA Mini Bus can be used)

Welfare Check Documents completed and used on visits – handed to parent / posted through the door.

[WA Welfare Check Slip - Agreed Actions - 2022-23.doc](#)

[WA Welfare Check Slip - No Answer - 2022-23.doc](#)

Students prioritised in order of vulnerability and likelihood of bringing back into school.

On return to school

Home Visit Log is updated with key information from visits and shared with relevant staff (**SBE & Daily Visit Team Member**)

Link sent to Updated Visit Log is sent to all Pastoral and SLT members, along with PM attendance figures for all YGs (**SBE**)

Follow up Action is communicated / carried out (**SBE**)

HOME VISIT / WELFARE CHECK ROTA 2023/24

Daily Attendance Meeting - 9.40am – 10.05am

Daily Home Visits - 10.20am – 12.20pm

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	SBE JDM	SBE CCH	LRO VPR	SBE LCL	SBE RCA
SLT LINK & DAILY ATTENDANCE MEETING LEAD	MBE	BSI	KKI	NTW	BHE



PHONE CALLS and CONTACT with Parents / Carers

- Supportive (but firm) manner. We are following up absence, with the welfare of the child at the centre.
- Discuss specific reason for absence.
- Refer to attendance figures (this year and previous year), days/sessions missed to date and most importantly learning hours lost to date (5 hours per day).
- Discuss patterns / trends if applicable.
- Need for medical evidence or that absence will be unauthorised (if applicable)
- Where appropriate – please recommend ways to parents to get students back in to school later this morning / today or at the earliest opportunity this week.
- If no answer – try all SIMS contacts.
- Email / Text if cannot reach by phone.

KEY INFORMATION WHEN DEALING WITH REASONS FOR ABSENCE

- Only genuine medical reasons for absence are accepted – where by the child is genuinely unable to come into school.
- Reasons such as 'Feeling Unwell' or 'Ill' or 'poorly' are unauthorised.
- Students with non-severe headaches, ear aches, colds, sore throats coughs etc are still encouraged to come into school – unauthorised if appropriate.
- For more severe cases – absence spanning more than three days or repeat illnesses - ask to see medical evidence. This can be: appointment card or letter, doctor's note, copy of a prescription showing child's name and date of prescription, medication again showing name and date prescribed, screen shot from doctor's computer showing date and details of visit
- **Medical evidence must be sought for all students on Attendance Action Plans.**

Inform parents, when the absence will be unauthorised. Remind parents that all unauthorised absences are logged and cumulated and referred to the next stage of in-school / LA intervention where appropriate.

Examples of Unacceptable Reasons for Absence include;

- Parents/Carers keeping children off school unnecessarily or without a reason
- Absences that have never been properly explained or where no specific reason is given.
- Reasons such as 'Feeling Unwell' or 'Ill' or 'poorly' will be unauthorised.
- Truancy – before or during the school day
- Birthdays
- Shopping visits
- Care for Family Members
- Visiting family or friends
- Social visits e.g. to Theme Parks or Concerts
- Parents work commitments / business trips
- Holidays taken in term time (including long weekends)



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- Parental illness
- Travelling to non-school related evening or weekend events
- Non-health related, medical or dental appointments e.g. hair / beauty appointment / suit fitting / social event
- Additional time taken for medical appointments that does not include the appointment time or travel time.
- Missed Bus / Transport e.g. when a child has slept in.
- Leaving school for no reason during the day.

NON-URGENT DENTAL / MEDICAL APPOINTMENTS

Non-emergency medical and dental appointments must be made outside of academy hours.

If this is not possible, a copy of the appointment date, time and location must be provided.

The evidence could be in the form of;

- A copy of the appointment card
- Letter from the appointment provider (NHS, Dental practice etc)
- Email from the appointment provider (NHS, Dental practice etc)
- Screen shot of an appointment text – as long as it details – the Name, Date, Time and Location of the appointment.

If evidence is not provided – we must unauthorise the absence and inform parents/carers of this.

Evidence should be scanned and added to SIMS, (linked documents) and a tag added on SIMS to relate to evidence been seen (**YGT / SBE**).

Evidence can be given retrospectively if needed – but should remain unauthorised until the appointment evidence has been seen.

Travel Time and Appointment Time Only will be authorised.

Students must be signed out by Parents/Carers.



LEAVE OF ABSENCE / HOLIDAY REQUESTS

For all Leave of Absence requests to be considered for authorisation – a WA Leave of Absence Request Form 2022-23 must be completed and returned by parents to YGT - at least 7 days in advance.

[WA Student Leave of Absence Request Form 2022-23.docx](#)

Where a Request Form is Received

- Internal Absence Request Proforma is completed by the YGT and given to NTW along with absence request form [WA Internal Processing Proforma -Student Absence Request 2023-24.doc](#)



- NTW completes absence recommendation for



MBE

- AME produces and sends out decision letter to parents, (includes specific reasoning for decision).



- A copy of the letter is sent to the YGT, SBE, NTW.



- YGT to place on Student Log
- YGT to place on SIMS Linked Documents and adds to SIMS register & SBE places on Holiday Log

Where a Request Form is Not Received but other communication made

- Collect details from parents and log as unauthorised on SIMS.



- Inform NTW of holiday absence, (use internal proforma – but state – no request received).



- AME produces and sends out standardised unauthorised absence letter to parents, (includes specific reasoning for decision).



- A copy of the letter is sent to the YGT, SBE, NTW.



- YGT to place on Student Log
- YGT to place on SIMS Linked Documents and adds to SIMS register & SBE places on Holiday

Where no communication is received but holiday is suspected

Complete routine daily absence checks

Home visit carried out – welfare check slip completed

On third day of no contact – contact the police to complete a welfare check.

Follow up with parental meeting on return (DOL / SBE)

Attendance Escalation of Intervention – Attendance and Absences

% Attendance	Level of Intervention	Responsibility
Full Attendance 100%	No attendance concerns. Weekly - Celebrate each week – praise text / assembly / tutor time social media - Weekly Draw in Assembly - Rewards Points issued linked to attendance. Half Termly 100% Attendance Letter sent home - Golden Ticket - Half Termly Assembly Draw Termly - Gold Attendance Certificate - Raffle Ticket into Termly Draw Annually 100% Attendance Lapel Badge & Certificate	YGT, SBE, NTW YGT, SBE, NTW YGT, SBE, NTW YGT, SBE, NTW
Very good Attendance 97 – 99.9%	Apply First Day Absence procedures. Weekly - Tutor Mentoring – to achieve 100% Half Termly - Positive Attendance Letter sent home. Termly - Silver Certificate (98.5% - 99.9%) - Bronze Certificate (97.00% - 98.4%) Annually Silver or Bronze Certificate issued	YGT/ SBE YGT / TUTOR YGT . SBE / NTW NTW / YGT / SBE NTW / YGT / SBE

Attendance requires improvement 95 – 96.9%	Apply First Day Absence procedures. Weekly • Tutor Mentoring- to improve attendance • Have on 'Watch List' – monitor weekly. Half Termly • Student Monitoring Card Termly • RAG Attendance Letter sent out – re: impact of poor attendance.	YGT / SBE YGT YGT NTW / SBE / YGT
Worrying Attendance 94.9 – 90%	Apply First Day Absence procedures Weekly • YGT Mentoring- to improve attendance • Contact Made with Parents/Carers to raise concern re: attendance • Have on YG 'Watch List' – monitor weekly – contact and follow up with student on every day of absence. Half Termly • Student Monitoring Card • Inclusion support / intervention Termly • RAG Attendance Letter sent out – re: impact of poor attendance.	YGT / SBE YGT YGT YGT YGT NTW / SBE / YGT
Serious Concern Below 90%	Persistent Absence - Significant Attendance Concern. Weekly • Formal contact made with all parents/carers • Attendance letter sent home to raise awareness of concern and further monitoring, (over a two week period). • Student monitoring card issued. • Monitor daily	YGT YGT YGT

	Half Termly • If improvement has been made – communicate and celebrate appropriately. Continue to monitor weekly. • If no improvement – arrange AAP meeting. Issue AAP document. • Review every two weeks (six week initial period). • If parents refuse to engage / no improvement made after each two week period – refer to SBE and SLT link for further support. Termly • Review Action Plan at the end of six week period. • If improvement – communicate and celebrate appropriately and continue to monitor. • If no improvement – escalate to SBE to make referral to JTO, along with evidence.	YGT YGT / (SBE to support if needed) YGT / SBE / SLT YGT / SBE / SLT SBE / NTW
	Severe Concern Below 80% Follow steps above. If Attendance continues to deteriorate below 80% - refer to SBE, SLT Link and NTW. Parents asked to attend SLT Attendance Panel Meeting with a member of SLT. Further monitoring for two weeks. If no improvement or any period of absence within the two weeks – without medical evidence provided – referral to JTO completed by SBE. Student and Parent asked to attend Headteacher and LAB Governor Attendance Panel Meeting.	YGT / SBE / NTW/ SLT SLT / SBE SBE SBE / NTW MBE / SLT / LAB

Attendance Escalation of Intervention – Punctuality and Lateness

% Attendance	Level of Intervention	Responsibility
No Lateness	No punctuality concerns. Positive punctuality celebrated in reports and attendance data letters sent home.	YGT, SBE, NTW
Punctuality Concerns 1 or 2 Late Arrivals in a Week	Apply First Day Lateness procedures. - Lateness is challenged by SBE / SLT member on Late Gate - Text sent home to communicate to parents that child is late to school. - Late mark recorded on SIMS - YGT Informed by above. - Lunchtime detention issued for students every day they are late (to attend Red Card Room, first 10 minutes of lunchtime). - Continue to monitor daily	SBE / SLT SBE SBE / YGM SBE / YGM
Significant Punctuality Concerns 3 or more Late Arrivals in a Week	Apply First Day Lateness procedures. - Lateness is challenged by SBE / SLT member on Late Gate - Phone Call made home to discuss punctuality concerns with parents. - C3 Detention issued for students for 3 lates, (on top of individual lunchtime detentions). - Continue to monitor daily	SBE / SLT SBE SBE / YGM SBE / YGM
Serious Punctuality Concerns Persistent Lateness throughout a Half Term (5 or more lates)	Apply First Day Lateness procedures. - Lateness is challenged by SBE / SLT member on Late Gate - C4 Detention issued for students for 5 lates, (on top of individual lunchtime detentions and C3 issued after 3 lates). - Punctuality Concern letter sent out to parents.	SBE / SLT SBE / YGT SBE / YGT

	Continue to monitor daily.	YGT / SBE
Severe Punctuality Concern Continued Persistent Lateness throughout a Half Term (7 or more lates)	Follow steps above. If lateness persists, beyond 6 x lates in a half term; - Parents asked to attend a Punctuality Attendance Panel Meeting with SBE / DOL - Attendance and Punctuality Plan started. - C4 Detention issued for every late. Further monitoring for two weeks. If improvement – celebrate and communicate with parents and students. Continue to monitor. If no improvement or any further late marks within two weeks – refer to SLT Punctuality meeting.	YGT / SBE YGT / SBE SBE / YGT NTW / SLT
Grave Punctuality Concern (10 or more lates)	Follow steps above. Referral made to LA / JTO re: persistent lateness. Communication made to parents to outline referral to LA. Lateness marked as unauthorised absence – and moved over to attendance escalation procedure.	SBE / NTW SBE / NTW YGT / SBE / NTW



DEALING WITH ATTENDANCE CONCERNS AND ATTENDANCE ACTION PLAN PROTOCOLS

Action Plans begin on a six week cycle, with a review meeting every two weeks.

- First letter sent out to issue concern over attendance and invite to initial support meeting. [WA Attendance Action Plan Letter-Initial Invite-2022-23.doc](#)
- Action plan document started, with clear targets assigned. [WA Attendance Action Plan Template - 2022-23.docx](#)
- After each meeting – send out a copy of the completed action plan and letter summarising the meeting, including the date of the next review. [WA Attendance Action Plan Meeting - Follow Up Letter -2022-23.doc](#)
- If parents do not attend the meeting – complete the documents in their absence and detail this in the letter and action plan – that they were not present. Continue to invite them to the next meeting. [WA Failure to Attend Attendance Action Plan Meeting - 2022-23.doc](#)
- Continue cycle for six weeks, (3 x reviews).
- At the end of the six weeks, discuss with NTW / SLT Link re: appropriate next steps;
 - ✓ Continue to monitor improvements
 - ✓ SLT meeting required
 - ✓ LAB member meeting required
 - ✓ Referral to Local Authority required

ATTENDANCE ROLES AND RESPONSIBILITIES

	DAILY	WEEKLY	HALF TERMLY	TERMLY
Attendance Officer	- Record Absences from absence line, absence email address and inform YGTs using absence list template (spreadsheet from Power Bi). - Record Lates and inform YGTs - Support Daily Absence and Punctuality Protocols - Home-visits / Welfare Checks - Complete Home Visit Log - Follow up of priority students and school refusers who are absent. - Recording and Reporting of Whole School Attendance Figures to SLT & Pastoral Team - Check and chase up missing registers throughout the day – report to NTW and MBE	- Review weekly attendance and punctuality data – and communicate concerns and actions to YGT. - Report significant improvements/ deterioration of priority students (on caseload). - Work with YGT to select key priorities for next week. - Send weekly update to JTO re: priority students. - Conduct welfare checks on vulnerable students / students in AP. - Praise communication for 100% attendance / improved attendance / punctuality. - Collect 100% Attendance Raffle Tickets from students.	- Hold three weekly link meetings with YGTs, along with NTW. - Review half termly attendance and punctuality data – and support YGTs with recommended actions. - Report significant improvements/ deterioration of priority students (on caseload). - Review caseload and work with YGTs to amend where needed. - AAPs for hard to reach families (those under 80% attendance, where YGT involvement has failed). - Referrals to JTO for students who have shown no improvement throughout the half term and where school support and intervention has been exhausted.	- Review termly attendance and punctuality data - Report significant improvements/ deterioration of priority students (on caseload). - Review caseload and work with YGTs to amend where needed. - Recommend students for further SLT intervention. - Referrals to JTO for students who have shown no improvement - Bronze. Silver. Gold Attendance Certificates. - Positive and Improved Attendance and Punctuality Letters.



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| | | | <ul style="list-style-type: none">• Monitor sibling attendance – and implement AAPs for siblings with poor attendance.• Conduct joint plans with other local schools re: AAPs for siblings with poor attendance across schools.• 100% and Positive Attendance Letters.• Below 95% Concern letters – as directed by YGTs. | |
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	DAILY	WEEKLY	HALF TERMLY	TERMLY
DOL & YGT	- Promote a culture of high attendance throughout the YG every day. - Follow Daily Absence Procedures - Attend Daily Attendance Meeting - Report Communication to SBE and Actions. - Coordinate actions to improve attendance and reduce absence on a daily basis. - Record and Report YG Attendance Figures to SLT - Follow up on all absences. - Support Home Visits / Welfare Check inline with rota. - Check and tidy up SIMS registers at the end of the day. - Report any missing registers to NTW / SBE. - Communicate absences to relevant staff and request / facilitate work for absent students.	- Promote a culture of high attendance throughout the YG each week. - Record and Review YG weekly attendance data – decide on key communication with parents, students and priority actions for the next week, (complete YG weekly report document). - Use data effectively to focus on sub-groups and individuals and apply appropriate actions to improve attendance and reduce absence each week. - Apply interventions where attendance is below 97% - Closely monitor students who are just in PA / close to PA and apply appropriate interventions to prevent students entering / ensure a quick PA exit. - Supply YG specific Tutor Time / Assembly Bulletins - Attendance Tutor Time Focus / Assembly Focus	- Promote a culture of High Attendance throughout the half term. - Review half termly YG attendance data – decide on key communication with parents, students and priority actions for the next half term. - Implement and review AAPs, EHAs and other interventions. - Recommend students for further attendance intervention via the Inclusion Team and/or SEO for the next half term. - Attendance Rewards & Recognition for high and improved attendance. - Coordinate half termly letters to go out to students based on attendance concerns, positive attendance and improvements. - DOL Present Attendance Half Termly Report to SLT focusing on current data, improvements, concerns, patterns and trends.	- Review termly YG attendance data – decide on key communication with parents, students and priority actions for the next term. - Review impact of YG strategies adopted throughout the term – and adapt for coming term. - Attendance Rewards & Recognition for high and improved attendance. - Complete YG Attendance Action Plan - DOL Present Attendance Half Termly Report to SLT - Review DOL SQM SSI - re:attendance.

	DOLS – Manage team effectively each day have a focus on attendance, prioritise the need to improve attendance and reduce absence.	- Direct, Monitor and Follow up on Tutor Actions to support attendance. - Have attendance as a standing item on any meetings with parents/carers. - Follow up work completion with absentees / lessons missed.		
INCLUSION MANAGER, SPAs & SEO	- Monitor the attendance of identified students on caseload. - Follow Daily Absence Procedures for students on individual caseloads / as directed by YGTs. - Liaise with YGTs and SBE re; appropriate absence follow up. - Support Home Visits / Welfare Check inline with rota.	- Record and Review weekly attendance data for specific students in assigned caseloads or as directed by YGTs via referrals. - Carry out key communication with parents, students and priority actions for the next week. - Conduct attendance interventions with identified students in caseloads, where attendance is a concern.	- Review half termly attendance data for students – decide on key communication with parents, students and priority actions for the next half term. - Conduct one to one / small group work focused on attendance improvement for identified students. - Support with AAPs, EHAs and other interventions for identified students and families. - Implement bespoke interventions, rewards and incentives for identified students.	- Review termly attendance data for students – decide on key communication with parents, students and priority actions for the next half term. - Report on successes / concerns moving forward into the next term. - Support with AAPs, EHAs and other interventions for identified students and families. - Implement bespoke interventions, rewards and incentives for identified students.
KPO / SEN Team	Monitor the attendance of SEN students.	Review weekly attendance data for SEN students.	Review half termly attendance data for SEN students – decide	Review termly attendance data for SEN students – decide on key

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| <ul style="list-style-type: none"> • Support Daily Absence Procedures for students on individual caseloads / as directed by YGTs. • Liaise with YGTs and SBE re; appropriate absence follow up. • Recommend students for Home Visits / Welfare Check inline with rota. | <ul style="list-style-type: none"> • Liaise with YGT re: reasons for absence and carry out key communication with parents, students and priority actions for the next week. • Support interventions to improve attendance / provision for SEN students in the following week. • Liaise with outside agencies for support with attendance of key SEN students, if needed. | <p>on key communication with parents, students and priority actions for the next half term.</p> <ul style="list-style-type: none"> • Work with YGTs and SBE to lead and support with AAPs, EHAs and other interventions for identified SEN students and families. | <p>communication with parents, students and priority actions for the next term.</p> <ul style="list-style-type: none"> • Review termly interventions and amend for the next term. Liaise with YGTs over these. • Discuss attendance as a standing item on any Termly / Annual Reviews. |
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	DAILY	WEEKLY	HALF TERMLY	TERMLY
NTW	• Oversee whole school attendance strategy • Support with Daily Absence Actions / Absence codes and protocols for all. • Review and analyse daily attendance data and figures. • Report and provide Daily Data and Figures and suggested trends, actions / priorities. • Carry out SLT Link Duties for Y7 • SLT support for home visits – as per the rota. • Challenge and follow up on non-completion of registers. • Challenge absence – unauthorise / authorise.	• Oversee whole school attendance strategy • Review Whole School weekly attendance data – key trends, patterns and areas of concern / strength. • Weekly meeting with SBE. • Fortnightly Attendance Link Meetings with DOLs and YGTs • Formulate analysis for SLT and Pastoral Team. • Report and provide Weekly Data and Figures and suggested trends, actions / priorities. • Suggest key priorities for follow up. • Bring key figures and priority students to SLT for discussion. • Communicate Whole Staff Attendance Bulletins and priority groups with staff. • Publicise positive Whole School Attendance Publicity & Rewards.	• Oversee whole school attendance strategy • Meet with each YGT at least twice per half term (every 2-3 weeks) to discuss Attendance Concerns, Priorities and Actions. • Meeting with JTO every half term – to escalate referrals and gain advice on students / concerns. • Support with AAP meetings where needed. • Oversee Half Termly Rewards • Oversee Half Term Letters home – 100%, Positive and Concern. • Report to the LAB and CET on Attendance every half term. • Support with AAP meetings and Punctuality Meetings where needed. • Review Action Plan and key priorities based on Half Termly Data and reports from DOLs.	• Oversee whole school attendance strategy • Review termly Whole School attendance data and priority actions for the next term, (termly action plan) • Review impact of Whole School and YG strategies adopted throughout the term – and adapt for coming term. • Attendance Rewards & Recognition for high and improved attendance. • Termly RAG Letters home. • Review and amend Attendance SSI / SQM.

SLT LINK	• Check in with YGT re: daily attendance. • Support with communication to hard to engage families where needed. • Support follow up actions to reduce absence. • Challenge staff on missing registers (linked depts).	• Request priority list from YGT for key attendance actions next week and follow up on these. • Support where needed with key individuals / families in linked YG.	• Support with AAP meetings and Punctuality Meetings where needed. • Attend meeting for DOL Half Termly Attendance Report • Review Action Plan and key priorities based on Half Termly Data and reports from DOLs.	• Support DOL in review of termly attendance data – successes and areas for improvement / key priorities for next term. • Attend meeting for Termly Attendance Report
KKI	• Monitor daily attendance of SEN and vulnerable students (SG Plans) • Support with ways to reduce absence and lost learning time for SEN and vulnerable students. • Liaise with outside agencies for support with attendance of key SEN and SG students, if needed. • Monitor that daily contact is made with appropriate agencies / professionals when SEN / vulnerable students are absent. • Carry out SLT Link Duties for Y9 • SLT support for home visits – as per the rota.	• Record and review weekly attendance of SEN and vulnerable students (SG Plans). • Support interventions to improve attendance / provision for these students in the following week. • Bring key figures and priority students to SLT for discussion. • Liaise with outside agencies for support with attendance of key SEN and SG students, if needed.	• Hold link meetings with SEN Team and SG team specifically in relation to attendance of SEN and vulnerable students. • Support with and review appropriate interventions for key students including referrals and contact with the LA and outside agencies for key students. • Half Termly SEN and Vulnerable student attendance to form part of SLT and LAB report.	• Review termly attendance data for SEN and vulnerable students – decide on key communication with parents, students and priority actions for the next term. • Review impact of strategies adopted throughout the term – and adapt for coming term. • Contribute towards a termly attendance action plan – specifically to promote and improve the attendance of SEN and vulnerable students.

BHE	• Monitor daily attendance of PP students, students / families who are disengaged, students out of provision and those linked to inclusion, isolation, attending AP and new admissions (first half term). • Support with communication to PP students and disengaged students / families. • Direct SEO to support with the improvement of attendance of PP students. • Support with ways to reduce absence and lost learning time for PP and hard to engage students. • Liaise with outside agencies for support with attendance of key hard to reach / disengaged students, if needed. • Monitor that daily contact is made with appropriate agencies / professionals when disengaged students are absent. • Carry out SLT Link Duties for Y10	• Consider attendance figures in the authorising of suspensions. • Record and review weekly attendance of PP students, disengaged students, students out of provision, absences due to suspensions and sanctions. • Support interventions to improve attendance / provision for these students in the following week. • Bring key figures (PP) and priority students to SLT for discussion. • Direct SEO re: key weekly priorities to improve PP attendance. • Liaise with outside agencies for support with attendance of key hard to reach / disengaged students, if needed. • Liaise with SBE re: visits to students in AP needed • Support and challenge DOLs where needed to make further impact / improvements in attendance.	• Record and review half termly attendance of new admissions, PP students, disengaged students, students out of provision, students in AP, absences due to suspensions and sanctions. • Support with and review appropriate interventions for key students including referrals and contact with the LA / AP and outside agencies for key students to support them back into provision. • Direct and hold SEO to account re: key half termly priorities to improve PP attendance. • Half Termly absence linked to suspension data, PP students and AP students to form part of SLT and LAB report. • Attendance a standing item on all DOL link meetings and Pastoral meetings. • Support and challenge DOLs where needed to make further	• Review termly attendance data for PP students, disengaged students and families, students out of provision and those linked to inclusion, isolation, attending AP and new admissions – decide on key communication with parents, students, external agencies / AP providers and priority actions for the next term. • Direct and hold SEO to account re: key termly priorities to improve PP attendance. • Review impact of strategies adopted throughout the term – and adapt for coming term. • Contribute towards a termly attendance action plan – specifically to promote and improve the attendance of identified student groups, particularly PP, disengaged and AP. • Support and challenge DOLs where needed to make further
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	- Support and challenge DOLs where needed to make further impact / improvements in attendance. - SLT support for home visits – as per the rota.	Attendance discussed as part of any parental / reintegration meeting.	impact / improvements in attendance. Attendance discussed as a standing item with all new admissions and as part of reintegration contracts following suspensions.	impact / improvements in attendance.
AMC	- Monitor daily attendance of Sixth Form students. - Support with ways to reduce absence and lost learning time for Sixth Form students. - Support MWI in liaising with parents in regards to absence. - SLT support for home visits – as per the rota.	- Record and review weekly attendance of Sixth Form Students. - Support interventions to improve attendance / provision for these students in the following week. - Bring key figures and priority students to SLT for discussion. - Liaise with outside agencies for support with attendance of key Sixth Form students, if needed.	- Conduct AAP / Attendance Contract meetings for Sixth Form students who need to improve. - Half Termly Sixth Form attendance data to form part of SLT and LAB report. - Work with staff and departments to support and monitor the setting of appropriate work to support students who have been absent long term – particularly those in KS5. - Challenge and support where this is not effective.	- Review termly attendance data for Sixth Form students – decide on key communication with parents, students and priority actions for the next term. - Review impact of strategies adopted throughout the term – and adapt for coming term. - Contribute towards a termly attendance action plan – specifically to promote and improve the attendance of Sixth Form students.
JDA	Communicate absent from lesson procedures to staff – to support filling gaps / catching up on work missed by students who have been absent.	Monitor students who have been absent for full weeks – liaise with departments to provide suitable Q of E to support with students	Work with staff and departments to support and monitor the setting of appropriate work to support students who have been absent long term.	- Review, support and challenge - Q of E provision for all students. - Contribute towards a termly attendance action plan – specifically to promote Q of E for

	- Support staff to carry out the procedures above effectively to support learning. - Carry out SLT Link Duties for Y8	who have been absent, in order to reduce and close gaps.	- Support with appropriate Q of E for students who are currently out of and returning to provision. - As part of CAR's - review learning follow up for students who have been absent and how gaps are being closed and students caught up on work missed. - Challenge and support where this is not effective.	students who have been absent, out of provision or recently returned.
CKE	Support with daily attendance analysis where needed. Identifying common trends and patterns.	Support with weekly attendance analysis and supply data needed for weekly review / reports.	- Support with half termly attendance analysis - provide comparisons to regional and national data. - Support with identifying key areas for improvement within the data (headlines and sub-groups) to support all involved with appropriate strategies and interventions to make improvements to attendance figures. - Provide support in analysis of student attendance data and current outcomes, along with	- Support with termly attendance analysis - provide comparisons to regional and national data. - Support with identifying key areas for improvement within the data (headlines and sub-groups) to support all involved with appropriate strategies and interventions to make improvements to attendance figures. - Provide support in analysis of student attendance data and current outcomes.

			recommendations for priorities and improvements. • Support with the completion of attendance LAB and SLT report in relation to data. • Ensure Attendance is a key feature of all reports. Ensure that this is reported to parents in a user-friendly way, to understand the importance of this. • As part of all data-collections and analysis, analyse the the impact of attendance on progress / outcomes. Recommend priorities for improvement.	• Contribute towards a termly attendance action plan – specifically to promote outcomes linked to attendance, (raising standards) • Ensure Attendance is a key feature of all reports. Ensure that this is reported to parents in a user-friendly way, to understand the importance of this. • Include SBE in all Progress Evenings – to schedule attendance / welfare appointments. • As part of all data-collections and Trial Exam analysis, analyse the the impact of attendance on progress / outcomes. Recommend priorities for improvement. Formulate report for SLT.
BSI	• Carry out SLT Link Duties for Y11 • Monitor Y11 Attendance and support YGT in making improvements to this.	• Ensure Attendance is a standing item on all SLT Curriculum Link Meeting Agendas. • Monitor students who have been absent for full weeks – liaise with	• Ensure Attendance is a standing item on all Curriculum and Middle Leader Meeting Agendas. • Work with staff and departments to support and monitor the	• Review, support and challenge Q of E provision for all students. • Contribute towards a termly attendance action plan – specifically to promote Q of E for

	- Support with communication to hard to engage families where needed. - Formally challenge staff who persistently do not complete registers.	departments to provide suitable Q of E to support with students who have been absent, in order to reduce and close gaps – particularly those in KS4	setting of appropriate work to support students who have been absent long term – particularly those in KS4. - Support with appropriate Q of E for students who are currently out of and returning to provision. - As part of CAR's - review learning follow up for students who have been absent and how gaps are being closed and students caught up on work missed. - Challenge and support where this is not effective.	students who have been absent, out of provision or recently returned – particular focus on Y11. As part of all KS4 Trial Exam analysis, analyse the impact of attendance on progress / outcomes. Work with KS4 YGT on priorities for improvement.
	DAILY	WEEKLY	HALF TERMLY	TERMLY
MBE	- Promote a culture of high attendance across all students and staff – at all times. - Final say on Attendance Codes / Marks inputted. - Support with Communication to Hard to engage families where needed.	- Promote a culture of high attendance across all students and staff – at all times. - Attendance standing item on SLT meetings – challenge SLT Links re: figures and actions. - Hold all staff to account re: attendance actions.	- Promote a culture of high attendance across all students and staff – at all times. - Review half termly report from NTW re: attendance. - Support with Headteacher and LAB Attendance Panel Meetings where needed. - Attend Meeting for DOL Half Termly Attendance Report	- Promote a culture of high attendance across all students and staff – at all times. - Support with Headteacher and LAB Attendance Panel Meetings where needed. - Attend Meeting for DOL Half Termly Attendance Report - Hold all staff to account re: attendance actions.

	- Formally challenge staff who persistently do not complete registers. - Hold all staff to account re: attendance actions.		Hold all staff to account re: attendance actions.	
FORM TUTORS	- Complete Tutor Group Register every morning by 8.45am. - Promote a culture of high attendance throughout the Tutor Group - Celebrate positive attendance and challenge absence of Tutor Group and Tutees - Challenge and record students who are late to Tutor Time - Complete Attendance Actions – as directed by YGT - Routinely share attendance data with students via Power Bi Pastoral page. - Discuss absence with students on return. - Discuss absence concerns with YGT.	- Promote a culture of high attendance throughout the Tutor Group each week. - Use data supplied effectively to focus on sub-groups and individuals and apply appropriate actions to improve attendance and reduce absence of Tutor Group / Tutees each week. - Apply interventions for tutees where attendance is below 97% - Closely monitor students who are just in PA / close to PA and apply appropriate interventions to prevent students entering / ensure a quick PA exit.	- Celebrate positive attendance throughout the Form Group every half term. - Send praise postcards to deserving students re: attendance / punctuality. - Review half termly attendance figures with students – discuss targets for improvement. - Follow YGT Direction e.g. attendance priorities for the term.	



	• Contact home re: attendance/absence where appropriate.		
CLASS TEACHERS	• Complete Lesson Register within the first five minutes of every lesson. • Promote a culture of high attendance throughout the class. • Celebrate positive attendance and challenge absence of class members. • Challenge and record students who are late to class. • Record on Class Seating plan, when students are absent. • Set aside work for students who are absent to complete – along with deadlines. • Discuss absence with students on return and work to catch up on. • Follow up on work missed / completed. • Plan within curriculum to improve engagement and attendance of students who struggle with this. • Plan ways to improve Friday attendance and engagement in school / lessons. • Discuss absence concerns with CL / YGT. • Contact home re: attendance/absence where appropriate. • Discuss attendance and punctuality at Progress Evenings with parents and students.		
CURRICULUM LEADERS	• Monitor Department Registers are taken routinely and accurately at the start of every lesson. • Monitor attendance and punctuality of department lessons – analyse any attendance / absence patterns and trends – report these to SLT Link / YGT. • Apply interventions to improve attendance / punctuality to lessons within department. • Communicate with parents of students who are persistently absent from / late to departmental lessons (discuss with YGT first). • Ensure that protocols re: work for absent students are being followed. • Routinely monitor that work has been caught up on by absent students within department. • Flag up to YGT any attendance / punctuality concerns. • Discuss any attendance / punctuality concerns in SLT Link Meetings • Plan and review curriculum to ensure that it is engaging and accessible for all learners – and will not lead to absence.		



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| | <ul style="list-style-type: none">• Plan and review Friday departmental lessons – to ensure maximum engagement and attendance in lessons on Fridays. |
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WORKINGTON ACADEMY ATTENDANCE CODES

Register Code	Description
/	Present AM
\	Present PM
L	Late (before registers closed) (L)
C	Other Authorised Circumstances (C)
E	Excluded (E)
H	Holiday agreed (H)
I	Illness NOT appointments (I)
M	Appointments (M)
R	Religious observance (R)
S	Study leave (S)
T	Traveller Absence (T)
X	Student not due in school
B	Off site Ed. not dual (B)
D	Dual registration (D)
J	Interview (J)
P	Sports (P)
V	Visit or trip (V)
W	Work experience (W)
G	Holiday NOT agreed (G)
N	No reason (N)
O	Unauthorised absence (O)
U	Late (after registers) (U)
Y	Enforced Closure (Y)
#	School Closed to all Pupils (#)
Z	Pupil not on roll

Colour	Description
Blue	Present
Yellow	Authorised Absence
Orange	Approved Educational Activity - Counted as Present
Pink	Unauthorised Absence
White	Not Counted In Attendance Calculations



**Attendance
Matters**

Every student. Every day.



WORKINGTON ACADEMY ABSENCE PROCEDURES

Illness and Contacting the Academy

All students should attend the academy every day unless they are genuinely unwell and unable to come to school. Where possible, we would always encourage you to send your child to school, even if they are not feeling 100%. Our staff here at the academy will always take care of your child in school and can make adjustments for them, if they are not feeling their best. By being in school they will still access some learning, which is better than none at all.

If this is not possible, please contact the absence line or email absence@workingtonacademy.org before 8.00am on the first day of absence and every day of absence thereafter.

Contact must be made on every day of absence. When contacting us about your child's absence please give specific details as to why they are unable to attend school. **Reasons given such as 'feeling unwell', 'poorly', 'sick' or 'ill' will not be accepted and recorded as unauthorised.**

Please do not be offended if further contact is made with you to discuss your child's absence and to support them in returning to school as soon as possible, even later that day. If students are absent for three or more days consecutively – medical evidence from a GP, pharmacy or medical professional should be provided. Please note that where no reason for absence is provided or where a child is absent for 3 or more days, without medical evidence provided, we may carry out a home visit / welfare check.

Medical / Dental Appointments

Non-emergency medical and dental appointments **must** be made outside of academy hours. If this is not possible, a copy of the appointment date, time and location must be provided. Please note that absence will only be authorised for the appointment time and travel time only. Without this evidence, the absence will be unauthorised. Pupils must be signed out at the main office by parents/carers.

Leave of Absence

It is not our policy to authorise holidays in term time for any students. Leave of absence will only be approved in **exceptional circumstances**, at the discretion of Mr Bedford. For any leave of absence to be considered, applications to Mr Bedford must be made at least two weeks in advance, using the online or downloadable form found on our website and also available from our school office. Where authorisation is not granted, subsequent term time holiday absence will be reported as a matter of course to the Local Authority Education Welfare Service.



**Attendance
Matters**

Every student. Every day.



All unauthorised absences, including holidays that have not been sanctioned by the Headteacher, are accumulated and parents who fail to ensure regular attendance of their children at school can be issued with a Fixed Penalty Notice. The amount £160, per parent, per child. Failure to pay a Penalty Notice will result in prosecution except in limited circumstances.

Students classed as Persistently Absent

The DfE class any student with an attendance figure of below 90% as being persistently absent. If your child falls into this category, without an authorised reason or medical evidence provided, intervention may be applied by either the school or Local Authority Welfare Service.

Lateness

The academy day begins promptly at 8.35am, with Tutor time / morning assemblies. Students should be on site from 8.30am. Essential information, notices, topics and activities are covered both in morning Tutor time and assemblies, and it is crucial that students do not miss and are not late for these sessions.

Where a genuine reason for lateness exists, this will be recorded as an authorised absence, but where explanations are inadequate – an absence (late) will be recorded and sanctions will be applied.

You will be notified every day that your child is late for school. If lateness continues, you will be asked to attend a punctuality panel meeting at school. Please note that persistent lateness will also be referred to the Local Authority Education Welfare Service.

For any support with your child's attendance, please do not hesitate to contact Miss Behan, our Attendance and Engagement Officer – sbehan@workingtonacademy.org or your child's Year Group Team.

Further information about Attendance and Absence procedures can be found on our website - <https://www.workingtonacademy.org/parents/attendance/>



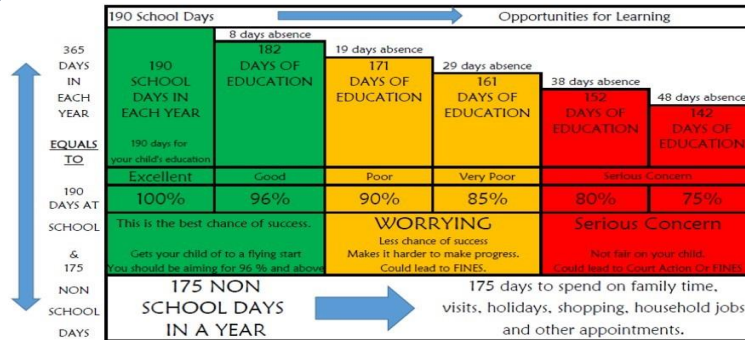
WORKINGTON ACADEMY TERM DATES 2024-25

Full Attendance is expected for all children throughout every half term and term, including the last day before a holiday.

Autumn Term	(Number of school days = 73)
INSET DAY (students/pupils not in school)	Monday 2 September 2024
INSET DAY (students/pupils not in school)	Tuesday 3 September 2024
Autumn term begins	Wednesday 4 September 2024
HALF TERM	Monday 28 October – Friday 1 November 2024
Autumn term ends	Friday 20 December 2024
CHRISTMAS HOLIDAYS	Monday 23 December 2024 – Friday 3 January 2025
Spring Term	(Number of school days = 60)
Spring term begins	Monday 6 January 2025
HALF TERM	Monday 17 February – Friday 21 February 2025
Spring term ends	Friday 4 April 2025
EASTER HOLIDAYS	Monday 7 April – Monday 21 April 2025
Summer Term	(Number of school days = 57)
INSET DAY (students/pupils not in school)	Tuesday 22 April 2025
Summer term begins	Wednesday 23 April 2025
BANK HOLIDAY	Monday 5 May 2025
HALF TERM	Monday 26 May – Friday 30 May 2025
Summer term ends	Friday 18 July 2025



ATTENDANCE MATTERS At Workington Academy



ACHIEVING 5 OR MORE GCSES AT GRADE 5+ HAS SHOWN TO INCREASE YOUR LIFETIME EARNINGS BY **41%**

There are **365** days in a year

175 are not spent in school!

**That gives you plenty of time for holidays, TV, shopping and video games!*

**DAYS OFF
COST
GOOD
GRADES**

9

1

RESEARCH SUGGESTS THAT FOR EACH 17 DAYS AWAY FROM SCHOOL, YOUR GCSE RESULTS WILL GO DOWN **ONE GRADE**
Be Accountable - Attendance Matters
Attend Today, Achieve Tomorrow

- 100% attendance is 190 days in school
- 6 days of absence is 97%
- 10 days of absence is 95%
- 12 days of absence is 94%
- 19 days absence is 90%
- 29 days absence is 85%
- 38 days absence is 80%
- 47 days absence is 75%