



# Attendance, Punctuality and Exceptional Leave Policy

**Responsible for policy:**  
**Date of policy:**  
**Date approved by CC3:**  
**Date of review:**  
**Policy Status:**  
**Chair of Directors**

**CC3**  
**September 2020**  
**Updated and approved July 2023**  
**September 2025**

**Statutory**  
*Brandon Foxworth*

## Contents

Definitions .....	3
1. Introduction .....	4
2. Legal Requirements and Local Authority Policy.....	4
3. What is the difference between Authorised and Unauthorised Absence? .....	5
4. Punctuality .....	6
5. Procedures .....	7
6. Requests For Exceptional Leave of Absence During Term Time.....	8
7. Long-term absence through accident or illness.....	8
8. Monitoring .....	8
9. Repeated unauthorised absences.....	9
10. Persistent Absence.....	9
11. Rewards for good attendance (Primary and Secondary).....	9
12. Monitoring and Review.....	10
13. Linked Policies.....	10
Appendix 1 Application for Exceptional Leave of Absence .....	11
Appendix 2 - Roles.....	12
Appendix 3 — Attendance, Lates, Suspensions and Pupil movement.....	13
Appendix 3 – Is my child too ill for school?.....	14
Appendix 4 Primary school Lates .....	15
Appendix 5 Promoting punctuality and flow chart.....	16
Appendix 6 Cardinal Wiseman Attendance .....	17
Appendix 7 Cardinal Wiseman Punctuality Strategy .....	20
Appendix 8 Attendance Ladder Poster .....	21
Appendix 9 Crib Sheet to discuss lateness with parents .....	22



## Definitions

In this **Attendance, Punctuality and Exceptional Leave Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- I. **'The Romero Catholic Academy'** means the Company named at the beginning of this **Attendance, Punctuality and Exceptional Leave Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- II. **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- III. **'Board'** means the board of Directors of the Romero Catholic Academy.
- IV. **'Chair'** means the Chair of the Board or the Chair of the Local Governing Body of the Academy appointed from time to time, as appropriate.
- V. **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- VI. **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- VII. **'Local Governing Body'** means the governing body of the School.
- VIII. **'Governing Body Representatives'** means the governors appointed and elected to the Local Governing Body of the School, from time to time.
- IX. **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- X. **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- XI. **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- XII. **'Vice-Chair'** means the Vice-Chair of the Governing Body elected from time to time.
- XIII. **'Full time'** is defined as an employee working 37 hours a week, 52 weeks a year.
- XIV. **'Family Support Worker'** 'this role exercises expertise and best practices to increase school attendance. This role works alongside external agencies and continues to build relationships with our families and children who are not able to achieve full attendance and may need support or intervention in some way to enable them to achieve their full potential.
- XV. **'Attendance Team'** at Cardinal Wiseman, this team monitor and address/ support/ challenge attendance with families at the Secondary School.
- XVI. **'Learning Mentor'** this role supports the school in tracking attendance and liaising with external agency. This role is key in building relationships with families and children.
- XVII. **'Early Help'** <https://www.coventry.gov.uk/earlyhelp> Early Help is a partnership of organisations that provide help, advice and support to children, young people and families. The aim of Early Help is to help families as soon as possible and prevent problems from getting worse by providing support, as early as possible.
- XVIII. **'Remote Learning'** means that schools provide the opportunity for pupils/ students and teachers to remain connected and engaged with the content while working from their homes. Opportunities for remote learning are typically linked to emergency situations that pose a threat to student safety. The learning is dependent on preparedness, technology tools, or overall pupil support infrastructure. It is different from virtual school or virtual learning programs that typically have gone through an official process of establishing a school, adopting an online curriculum, and creating a dedicated structure to support students enrolled in the school. It may mean that a paper based remote learning is provided where there is no access to technology tools.

## 1. Introduction

We believe that children need to be in school for all sessions, so that they can make the best progress possible. To do this it is essential that a child's time at school is maximised and even short absences can have a detrimental effect on children's learning. Any pupil's absence or late arrival disrupts teaching routines, so, in addition to affecting your own child, it may also affect the learning of others in the same class. Early poor attendance habits follow right through from primary to secondary school and into employment.

We expect all children to be at school, and on time, every day that the school is open, as long as they are fit and healthy enough to do so. We do all we can to encourage children to attend.

At our schools, we believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children. We will recognise those children whose attendance is very good. We will also make the best provision we can for those children who, for whatever reason, are prevented from coming to school.

A child's health is of paramount importance and we want them to be well. If the school feel they are not well enough to learn in school they will contact the parent/carers to let them recuperate at home.

## 2. Legal Requirements and Local Authority Policy

- 2.1 Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.
- 2.2 Under the Education (Pupil Registration) (England) Regulations 2006, the governing body is responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether an absence was authorised or unauthorised.
- 2.3 There is no automatic right to any leave of absence and all schools in Coventry are encouraged to adopt a policy of not authorising exceptional leave. Being mindful of this, only in very exceptional circumstances will the school grant leave of absence during term time.
- 2.4 Further guidance can be found in the Exceptional Leave section of this policy but it should be noted that requests for leave of absence for all pupils will usually be refused.
- 2.5 Any leave taken without authorisation can lead to parents/carers (of children between the age of 5 and 16 years) being issued a Fixed Penalty Notice which is currently £60 per parent per child, to be paid within 21 days (the fine doubles to £120 per parent per child after 21 days). After 28 days the matter is referred to the Local Authority for non-payment and can result in court action being taken.
- 2.6 If the Penalty Notice is not paid each parent may be liable to prosecution at the Magistrates Court and if proved, each notice may receive a criminal conviction and/or a fine to up to £1000.



### 3. What is the difference between Authorised and Unauthorised Absence?

#### 3.1 Authorised absence

The absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or guardian. The decision whether or not to authorise any absence will always rest with the school.

- 3.1.1 Only the school can make an absence authorised. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised. For example, if a parent takes a child out of school to go shopping during school hours or if a child is absent for their birthday, this will not make it an authorised absence.
- 3.1.2 There will be times when your child must miss school due to illness. You must contact the school before 9:30 am EACH day that your child is absent from school. Please note that 'unwell' is not acceptable and we do require the nature of illness. If your child is on their 3rd day of consecutive illness one of the Attendance or Pastoral Team, will make a wellbeing home visit on their third day of illness.
- 3.1.3 Your child's attendance is monitored on a regular basis by staff in school. We look for patterns (e.g. regularity in the day that is missed, e.g. Monday, or after a holiday period) and a member of staff will raise this with parents in addressing absence, to ascertain the reasons why this may be happening. If your child has regular periods of absence or their attendance falls below a certain level, the school may notify you that in future, absences will only be authorised where medical evidence is provided. The Family Support Worker/ Learning Mentor or member of the Attendance Team may also be asked to contact you on the school's behalf to discuss concerns about your child's attendance.
- 3.1.4 Wherever possible, the school would expect medical appointments to be arranged out of school hours. Where this is not possible, an appointment card/letter will need to be provided in order for the session to be authorised. Your child is expected to attend before and/or after the appointment when possible.
- 3.1.5 **Children who are ill can return to school as per government guidelines.**
  - [Is my child too ill for school? - NHS \(www.nhs.uk\)](https://www.nhs.uk)
    - Appendix 4 is a useful chart that can be used in school
  - [ISL212 18 Pharmacy Info Card \(assets.nhs.uk\)](https://assets.nhs.uk)

#### 3.2 Unauthorised absence

- 3.2.1 An absence is classified as unauthorised when a child is away from school without the permission of both the school and a parent. Furthermore, an absence is also unauthorised if a child is away from school without good reason, even with the support of a parent.
- 3.2.2 Absences will be unauthorised where no contact is made by parents to explain why their child is absent each day. Absences will also be unauthorised where medical evidence has been requested and has not been provided by parents.
- 3.2.3 At Primary, the Family Support and Attendance Worker may be asked to contact you on the school's behalf to discuss concerns about your child's attendance.
- 3.2.4 In Secondary, a member of the Attendance team will contact you on behalf of the school to discuss concerns about your child's attendance.





## 4. Punctuality

- 4.1 Punctuality is an important life skill. It is also polite. Pupils who are consistently late are disrupting not only their education but also that of other pupils. Schools should actively discourage late arrival; staff should be alert to patterns of late arrival and seek an explanation from the parent. If lateness persists parents/guardians or carers will be invited to attend the school to discuss the problem with a school representative.
- 4.2 Parents are informed and reminded of the school dates and times in a number of different ways throughout the school year. The importance of the registration time in school as a time for greetings and early morning learning is stressed to parents. All pupils who arrive late have to sign in on arrival and an accurate log of their time of arrival is made. This log can be used as evidence if a prosecution through court proceedings is initiated as a result of persistent absence or lateness.
- 4.3 The registers will be closed and the morning session will be unauthorised and coded as 'U'. For the timings in each school please see the table below.
- 4.4 If your child has 10 or more late sessions in a 5 week period you may receive a £60 fine per parent per child from the Local Authority.

### Timings of School Day from September 2023 32.5 hours (current school day on website)

The hyperlink on each school takes you to the school website for the 'school day'

	<a href="#">Cardinal Wiseman</a>	<a href="#">Corpus Christi</a>	<a href="#">Good Shepherd</a>	<a href="#">Sacred Heart</a>	<a href="#">SS Peter and Paul</a>	<a href="#">Saint Gregory's</a>	<a href="#">St John Fisher</a>	<a href="#">St Patrick's</a>
<b>Drift into school</b> <i>This is not part of school day</i>	8.30am	8.40am	8.30am	8.40am	8.40am	8.40am	8.45am	8.40am
<b>Main school</b> Registers officially open	8.50am	8.50am	8.50am	8.50am	8.50am	8.50am	8.55am	8.50am
Registers officially close	9.20am	9.20am	9.20am	9.20am	9.20am	9.20am	9.25am	9.20am
Sixth form	8.50am							
<b>End of day</b>								
Main school	3.20pm	3.20pm	3:20pm	3.20pm	3.20pm	3.20pm	3.25pm	3.10pm
Notes								School has 50 minute lunch

	<a href="#">Corpus Christi</a>	<a href="#">Good Shepherd</a>	<a href="#">Sacred Heart</a>	<a href="#">SS Peter and Paul</a>	<a href="#">Saint Gregory's</a>	<a href="#">St John Fisher</a>	<a href="#">St Patrick's</a>
<b>Nursery</b>	8.30am-11.30am	8.30am – 11:30am	8.30am-11.30am	NA	8.30am – 11:30am	8.30am 9 – 12pm	8.40am - 11:40am
<b>Nursery</b>	12.00pm 3.00pm	12:00pm - 3.30pm	12.30pm-3.30pm	NA	12.30pm-3.30pm	12.30pm – 3.30pm	12:10pm – 3:10pm

\*Sacred Heart offer all day. 8:30am to 2:30pm 30 Hours Wraparound available to 3:30pm (Charges apply)

### Register codes:

#### Start of school day

- Registers open
- All pupils presence receive attendance code

#### Up to 30 minutes

- Registers close
- Any pupils arriving later after start of day in this window receive an 'L' code

#### After 31 minutes

- Registers close
- Any pupils arriving after the register window is closed will receive a 'U' code



## 5. Procedures

### 5.1 Registration

- 5.1.1 The school day timings are on your school website. Details of school day timings are included in Section 4 above.
- 5.1.2 The register is taken once the children have settled into class. If a child is not present when the register is taken, they are given a N mark (not present). If a child arrives at school later than the school day start time, they are given a Late mark.
- 5.1.3 In Secondary, for each period, the Office or teaching staff will record the number of minutes late on Arbor for students.
- 5.1.4 If your child arrives to school after the registers have closed (see Section 4), which is 30 minutes after the school day starts, in accordance with Local Authority regulations, your child will receive a 'U' mark that shows them to be on site, but this will not count as a present mark. This may mean that parents could face the possibility of a Penalty Notice if the problem persists.
- 5.1.5 The sessions timings for Nursery are on the individual school website. Persistent absence in Nursery may result in your child being removed from the roll.

### 5.2 If a child is absent without notification

- 5.2.1 It is the responsibility of parents to notify schools before 9:30am if their child is going to be absent from school. This must be done EACH day until your child returns to school. Where no notification has been received by 9.30am a text message will be sent, or a telephone call made.
- 5.2.2 If there is no immediate response to the message, the absence will automatically be unauthorised, and a home visit may be carried out by our Family Support Worker and/or Learning Mentor (at Primary) or member of the Attendance and/or Safeguarding team (at Secondary).

### 5.3 Children Absent from Education

- 5.3.1 If a child is missing and their whereabouts are unknown, the school will follow the Local Authority procedures in taking immediate steps to locate that child as soon as possible. A child who is Absent in Education may be:
  - A child who is not at their last known address and;
  - has 10 or more days of continuous absence from school without explanation, or;
  - left school suddenly and their destination is unknown;
  - someone who is persistently absent.

This policy does not refer to children who are missing from view or absent from Home or Care. When a child goes missing from the home, or from care, or where the school has significant safeguarding concerns for the child, the school must refer these children immediately to the Children's Advisory Support Service (CASS), and/or to the Police.

- 5.3.2 The Family Support and Attendance Worker/ Learning Mentor or member of the Attendance Team will complete the relevant **Children Absent from Education** paperwork and notify the Local Authority.
- 5.3.3 In the event of school transfer or a pupil moving to another area, a pupil will normally remain on roll until notification is received from the receiving school. Should no notification be received the school will make every effort to locate the pupil in conjunction with the Local Authority. If unsuccessful, a missing person form must be completed and sent to the Local Authority and the pupil removed from roll after twenty days. ***The pupils who leave school and are taken off roll, will be detailed in the principal report in the second half of each term. The reason for leaving and any relevant details will be stated. The pupils should be enrolled within five days of the start of the academic year, or within five days for in year transfers. The details of any communications will be recorded on CPOMS in case required after the child has left the school.***
- 5.3.4 In the case of unauthorised holidays, pupils' names will be removed from the roll after twenty days of absence. Parents are made aware of this before the leave of absence, and by letter when the child's name has been removed from the roll. **We would instigate our Children Absent from Education process.**



## 6. Requests For Exceptional Leave of Absence During Term Time

- 6.1 Leave of absence during term time will only be authorised in very exceptional and unavoidable circumstances.
- 6.2 Except in an emergency, permission for any period of leave must be sought from the school before it is due to begin and in advance of making any arrangements.
- 6.3 Any request must be made on an Exceptional Leave of Absence Form, which can be obtained from the school office. The appropriate information and documentation must be provided to back up the application.
- 6.4 Evidence of any travel bookings, if applicable, may be requested by the school. If you take your child on holiday during term time, or where your request for leave has not been granted, your child's absence will be recorded as unauthorised holiday. This will result in a Fixed Penalty Notice being issued, which is currently £60 per parent per child, to be paid within 21 days (the fine doubles to £120 per parent per child after 21 days). After 28 days the matter is referred to the Local Authority for non-payment and can result in court action being taken.
- 6.5 Each request for exceptional leave of absence is considered by the Principal on behalf of the Governing Body. Where necessary, a meeting will be arranged between parents and the Principal to discuss the application.
- 6.6 Absence for the purpose of a family holiday does not constitute exceptional leave. Taking holidays during term time will affect your child's learning and we expect parents to take holidays during official school closure periods.
- 6.7 If you take your child out of school for a holiday, then your child's absence will be recorded as unauthorised holiday. This may result in a Fixed Penalty Notice being issued.
- 6.8 Where the school suspects that a child is absent due to a holiday, steps will be taken to investigate further. This will involve a home visit during the absence period with a view to having direct contact with you and your child. Parents will also be required to produce evidence (for instance medical evidence) in support of the period of absence in order to avoid the issue of a Penalty Notice and / or prosecution.
- 6.9 If the pupil is female and from a Female Genital Mutilation (FGM) identified affected community, or the pupil is travelling to a country that would deem the pupil to be 'at risk', the Safeguarding Lead will arrange a meeting with the parent/carer and use direct questioning to ascertain whether 'cutting' of the girl will be undertaken during the leave of absence. The Safeguarding Lead will then take the information from this meeting and make a decision on whether to refer to local Referral and Assessment Services or the Police.
- 6.10 To enable staff to be alert to visits to countries that are 'high risk' for any safeguarding situation, the Exceptional Leave form (Appendix 1) has been updated to include a destination to be confirmed.

## 7. Long-term absence through accident or illness

- 7.1 If a child is under the care of a hospital Consultant and a Consultant's letter has been produced, and the absence is likely to continue for an extended period, or to be a repetitive absence, the school may liaise with the hospital education service so that arrangements can be made for the child to be given some tuition outside school.

## 8. Monitoring

- 8.1 Class teachers are responsible for recording attendance in their class and registers must be completed within 30 minutes of the morning and afternoon session commencing.
- 8.2 The Learning Mentor (or equivalent) and Family Support Worker and Attendance Team monitor attendance on a fortnightly basis and will issue letters, make telephone calls, arrange school meetings, request medical evidence or undertake home visits where necessary to address levels of absence observed.
- 8.3 The rates of attendance will be reported to the Local Governing Body in the principal's report (see Appendix 4). The rates of absence will also be reported in the MAC Board report completed in the second half of each term.





## 9. Repeated unauthorised absences

- 9.1 The Governors supported by the Local Authority, reserve the right to consider taking legal action against any parents or carers who repeatedly fail to accept their responsibility for sending their children to school on a regular basis. A 'Form A' penalty notice will be issued in respect of unauthorised absence (i.e. parentally condoned absence, persistently late arrival at school, truancy) if a child has 10 or more sessions of unauthorised absence in any 5 week period.
- 9.2 If a child has a repeated number of unauthorised absences, the parents or carers will be asked to visit the school and discuss the problem. The Family Support Worker/ Learning Mentor (at Primary) or Attendance team (at Secondary) may be asked to contact you on the school's behalf to discuss concerns about your child's attendance.

**It is recognised that poor school attendance can be the result of difficulties faced by a child or family therefore a co-ordinated approach by a number of agencies can help these children and families.**

## 10. Persistent Absence

- 10.1 Since the 1st September 2015, the Government has reduced the threshold from 15% to 10% for persistent absence. This will now class a child with attendance below 90% as a persistent absentee. This equates to 38 sessions or 19 days of absence across the year. Regular attendance at school is essential to ensure uninterrupted progress and to enable children to fulfil their potential. The attendance pattern for all children is monitored weekly with the school seeking to work actively with parents to ensure that regular attendance is maintained. The Department for Education has published data on their website that clearly shows the link between attendance and attainment. A child becomes a 'persistent absentee' (PA) when their attendance falls below 90% at any time during their school life. All children whose attendance has fallen to 90% or are at risk of becoming persistent absentees will be monitored rigorously.
- 10.2 If a child falls below 90% due to repeated illness, families may be asked to present medical evidence each time the child is off school. This could be an appointment card, an email from the doctors practise to confirm they have seen a medical professional, hospital letter or by showing the medication.

### How does your child compare? Every day missed is a missed learning opportunity

Attendance during on school year	Number of days missed from school	Which in weeks is roughly	Which in actual lessons missed adds up to
95%	9	2	50
90%	19	4	100
85%	29	6	150
80%	38	8	200

## 11. Rewards for good attendance (Primary and Secondary)

- 11.1 All the children who have 100 per cent attendance in any one term will receive recognition for their attendance, awarded at the last assembly of the term. There are special incentives for any child who has 100 per cent attendance for a whole year.
- 11.2 The class with the highest attendance each week will receive recognition.
- 11.3 The Romero MAC at primary, also has a trophy cup for the school with highest attendance each week.
- 11.4 All pupils who have improved with their attendance will be praised with a postcard at the end of the year.
- 11.5 Parents/carers will be texted monthly if their child has 100% attendance. **(Applicable to Cardinal Wiseman Only)**



## 12. Monitoring and Review

- The Board of Directors delegate the implementation of this policy to the Governing Body.
- This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

## 13. Linked Policies

This Attendance, Punctuality and Exceptional Leave Policy is linked to our:

- TRCA Children Absent from Education
- TRCA Remote Faith and Learning Policy
- TRCA Safeguarding



## Appendix 1 Application for Exceptional Leave of Absence

This application must be submitted to the Principal before the proposed period of exceptional leave. In case of emergency, this form must be completed beforehand, as far in advance as possible.

In line with DfE guidance, the school has a strict policy on Exceptional Leave. This applies to **ALL** the pupils in the school community. A copy of this form and the school's Attendance Policy can be obtained from the school office and from the school's website.

Name of child(ren):		Class/ Tutor	
Address of child(ren):			
Name of person completing application:		Do you have parental responsibility?	Yes No
Name and address of person requesting leave: (if address is different to that given for children above)		Do you have parental responsibility?	Yes No
Proposed date(s) of absence	From:	To:	
Please provide the names of any other siblings who attend other schools and date of birth:			Name of school
Reason for proposed absence (please continue on the reverse of this sheet if necessary) <i>If the proposed absence relates to travel in the UK or abroad, please ensure that you detail the destinations you plan to visit</i>			
<i>Destination (if appropriate):</i>			
Signature of parent/guardian	Name of parent/guardian	Date of request	

Your application will be considered by the Principal (or equivalent). There may be circumstances where a meeting will be arranged for you to discuss your application with the Principal. Evidence of travel bookings may be required. Your child's attendance record will be taken into consideration.

**If permission is refused and your child is absent for the above period, it will be recorded as unauthorised absence and you may receive a Fixed Penalty Notice. Similarly, if your child fails to return on the agreed date, the same may apply. If your child is absent for a prolonged period without agreement, your child can lose their school place and will be removed from roll.**

For official use only:		
Action	Initials	Date
Seen by Principal (or equivalent)		
Principal's comments (e.g. in support or on attendance record)		
This absence is authorised _____ unauthorised _____		
Evidence provided by the parent to support the request <b>(travel documentation if going abroad is cited)</b>		



## Appendix 2 - Roles

School	Team Member	Role
Cardinal Wiseman	Miss Marshment	Assistant Principal (Attendance)
Cardinal Wiseman	Mrs Hirons	Senior Assistant Principal (Safeguarding and DSL Lead)
Cardinal Wiseman	Mrs West	Attendance Officer
Corpus Christi	Mrs Huddleston	Pastoral Mentor
Corpus Christi	Mrs Hicks	Admin Officer
Good Shepherd	Mrs Baker	Learning Mentor
Sacred Heart	Mrs Teal	Learning Mentor
SS Peter & Paul	Mrs West / Mrs Hurley	Child & Family Liaison Officer / School Business Manager
Saint Gregory	Mrs Sweatman / Mrs Ryan-McGough	Learning Mentor / Admin Officer
Saint John Fisher	Mrs Galloway	Pastoral Support Lead
Saint Patrick's	Mrs Doherty	Learning Mentor
Shared Services Team	Sharon Feeney	Family Support & Attendance Worker



### Appendix 3 -- Attendance, Lates, Suspensions and Pupil movement.

	No in grp	Last academic year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Comments
		%	%	%	%	%	%	%	
<b>Attendance – all pupils (Overall %)</b>									
<b>Numbers on roll</b> (At the end of each half term)									
Pupil Premium pupils									
Non-Pupil Premium pupils									
SEND									
SEND & Pupil Premium									
Boys									
Girls									
1. Ethnicity									
2. Ethnicity									
3. Ethnicity									
4. Ethnicity									
<b>Unauthorised Absence</b>									
Unauthorised holidays – Pupil Premium									
Unauthorised Holiday SEND									
Unauthorised Holiday SEND & Pupil Premium									
Authorised absence due to illness – All									
Authorised absence due to illness – Pupil Premium									
Unauthorised absence									
Unauthorised absence Pupil Premium									
Unauthorised absence SEND									
Unauthorised absence SEND & Pupil Premium									
<b>Persistent Absence - all (%)</b>									
Pupil Premium Persistent Absence									
Non-Pupil Premium Persistent Absence									
SEND Persistent Absence									
1. Ethnicity									
2. Ethnicity									
3. Ethnicity									
4. Ethnicity									
<b>Lates</b>									
		Number	Number	Number	Number	Number	Number	Number	
Number of Lates (L) (first 30 minutes school day)									
Number of Lates (U) (after registers close)									
Number of Lates Pupil Premium									
Number of <b>Form A</b> penalty notices (over 5 unauthorised absence)									
Number of <b>Form B</b> penalty notices (unauthorised hols 5 + days)									
<b>Suspensions</b> (detail on Behaviours report)									
Suspensions- Fixed Term –all (number)									
Suspensions – Permanent – all (number)									
<b>Mobility</b>									
Number of new starters.									
Number of pupils taken off roll (Details in comments including <b>confirmation of arrival at new destination is captured on CPOMs</b> )									
Elective Home Education Ensure governor has seen copy of EHE form from Romero policy									





## Appendix 3 – Is my child too ill for school?



What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters	Yellow dot	Pharmacy	Back to school 5 days after on-set of the rash
Common Cold	Runny nose, sneezing, sore throat	Green dot	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	Green dot	Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache body aches and pain, exhaustion, sore throat	Yellow dot	Pharmacy	Ensure good hand hygiene
German measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards.	Red dot	G.P.	Back to school 6 days from on-set of rash
Glandular fever	high temperature, sore throat; usually more painful than any before and swollen glands	Green dot	G.P.	Child needs to be physically able to concentrate
Hand, foot & mouth disease	Fever, sore throat, headache, small painful blisters inside the mouth on tongue and gums (may appear on hands and feet)	Green dot	G.P.	Only need to stay off ill feeling too ill for school
Head lice	Itchy scalp (may be worse at night)	Green dot	Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by area of redness	Red dot	G.P.	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose, and watery inflamed eyes. Small red spots with white or bluish white centres in the mouth, red, blotchy rash	Red dot	G.P.	Back to school 4 days from on-set of rash
Ringworm	Red ring shaped rash, may be itchy rash may be dry and scaly or wet and crusty	Green dot	G.P.	
Scabies	Intense itching, pimple-like rash Itching and rash may be all over the body but commonly between the fingers, wrists, elbows, arm	Green dot	G.P.	Back to school after first treatment
Shingles	Pain, itching, or tingling along the affected nerve pathway. Blister-type rash	Yellow dot	G.P.	Only stay off school if rash is weeping and cannot be covered
Sickness bug/ diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea	Yellow dot	Pharmacy	See GP if symptoms persist after 48 hours
Threadworms	Intense itchiness around anus	Green dot	Pharmacy	Ensure good hand hygiene
Tonsillitis	Intense Sore throat	Green dot	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow
Whooping cough	Violent coughing, over and over, until child inhales with "whooping" sound to get air into lungs	Red dot	G.P.	Back to school after 5 days of antibiotics or 21 days from onset of illness

See [www.patient.co.uk](http://www.patient.co.uk) for further information on each of these conditions

This leaflet has been produced in partnership between



This information is a guide and has been checked by health professionals however, if you are unsure about your child's wellbeing we recommend you contact your pharmacy or GP to check.



## Appendix 4 Primary school Lates

Information for Parents.

When a parent chooses a school within the Romero Catholic MAC, you are agreeing to the term and conditions of the Romero Catholic Academy as set out in policies. This includes maintaining excellent punctuality, which is an important life skill we all should instil as a good habit.

if your child is late, they are missing out on valuable learning time. Five minutes each day results in three whole school days missed. This impacts on both educational learning as well as your child's social and wellbeing development.

Please see the flow chart of action which Romero will take should your child have multiple late marks, if you are struggling to arrive on time then please speak to school staff and don't ignore the problem.

If you are late, you will need to take your child into school via reception and check them in. The register will be amended to show either a L or U code depending on the time of arrival.

### Register codes:

#### Start of school day

- Registers open
- All pupils presence receive attendance code

#### After 30 minutes

- Registers close
- Any pupils arriving later after start of day in this window receive an 'L' code

#### After 31 minutes minutes

- Registers close
- Any pupils arriving after the register window is closed will receive a 'U' code

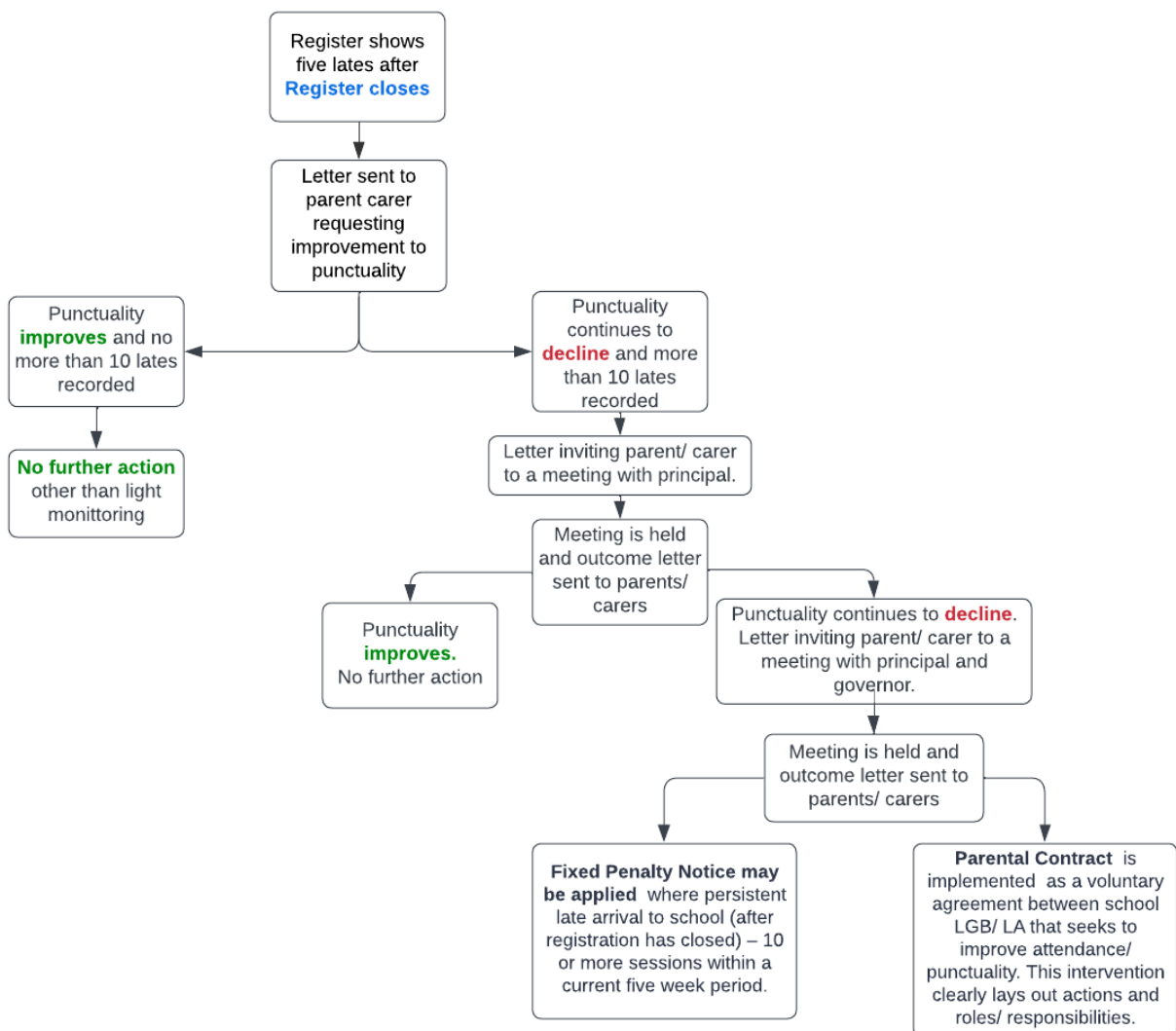


## Appendix 5 Promoting punctuality and flow chart

### Promoting good punctuality

1. The Romero Catholic Multi-Academy Company, follows the policy as set out here [Attendance – Coventry City Council](#)
2. Registers open at the start of the school day and remain open for 30 minutes. The school day is shown in Appendix 2.
3. If your child arrives more than 30 minutes late than when registers open, then the register is noted with a U code. If a pupil's register shows five U codes, they will be placed onto a punctuality plan.
4. During this period of time, we will monitor closely the child's punctuality, if the situation does not improve it will result in a Fixed Penalty Notice being issued or a voluntary parental contract.
  - a. The Fixed Penalty Notice (FPN) is currently £60 per parent per child, to be paid within 21 days
  - b. The fine doubles to £120 per parent per child after 21 days.
  - c. After 28 days the matter is referred to the Local Authority for non-payment and can result in court action being taken.

### Flow Chart



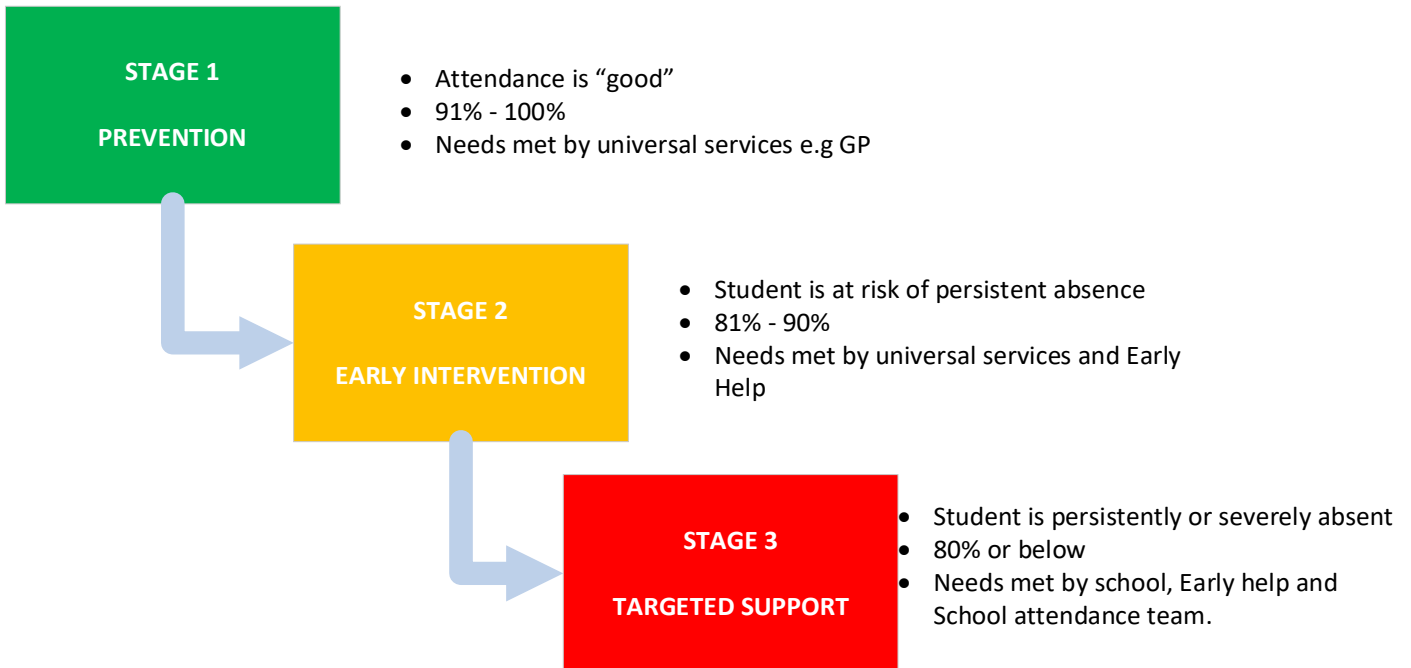
### Appendix 6 Cardinal Wiseman Attendance

	Communication from attendance	Incentives/ Rewards	Interventions/ Strategies	Who?	PP/ SEN focus
<b>100%</b>		Prize draw £5 vouchers Easter eggs/selection boxes etc	Praise, rewards, recognition - e-card home via parent mail. Rewards assemblies.	KS Lead HoY Attendance Officer	KS Lead HoY Attendance Officer
<b>96%</b>	First letter Attendance < 96%	Positive points Novelty pen or sweets	Conversation for concern & Praise for improvement	Form tutor	Form tutor
<b>94%</b>	Phone call	Positive points Novelty pen or sweets	Conversation for concern & Praise for improvement	Form tutor	Form tutor
<b>93%</b>	Second letter Attendance < 93%	Positive points Novelty pen or sweets	Attendance report (weekly) to tutor Reward for 1 weeks full attendance	Form tutor	Form tutor
<b>92%</b>	Phone call	Positive points Novelty pen or sweets £5 Amazon voucher to achieve 93% - selected students	Attendance report (weekly) to tutor Reward for 2 weeks full attendance	Form tutor	Form tutor
<b>90%</b>	Third letter Attendance < 90.5% Parental meeting	Positive points Novelty pen or sweets £5 Amazon voucher to achieve 91% - selected students	Parental meeting Attendance Plan in place Attendance report (weekly) to HoY/KSL/AO/SLT Immediate phone call if absent to reiterate the plan Reward for 1 weeks full attendance	Head of Year Attendance Officer SLT	KS Lead (PP) SENCO (SEN)
<b>85%</b>	Attendance Officer LA attendance support		Parent contract LA fines	Attendance Officer LA Officer	KS Lead (PP) Attendance HLTA (PP) SENCO (SEN)

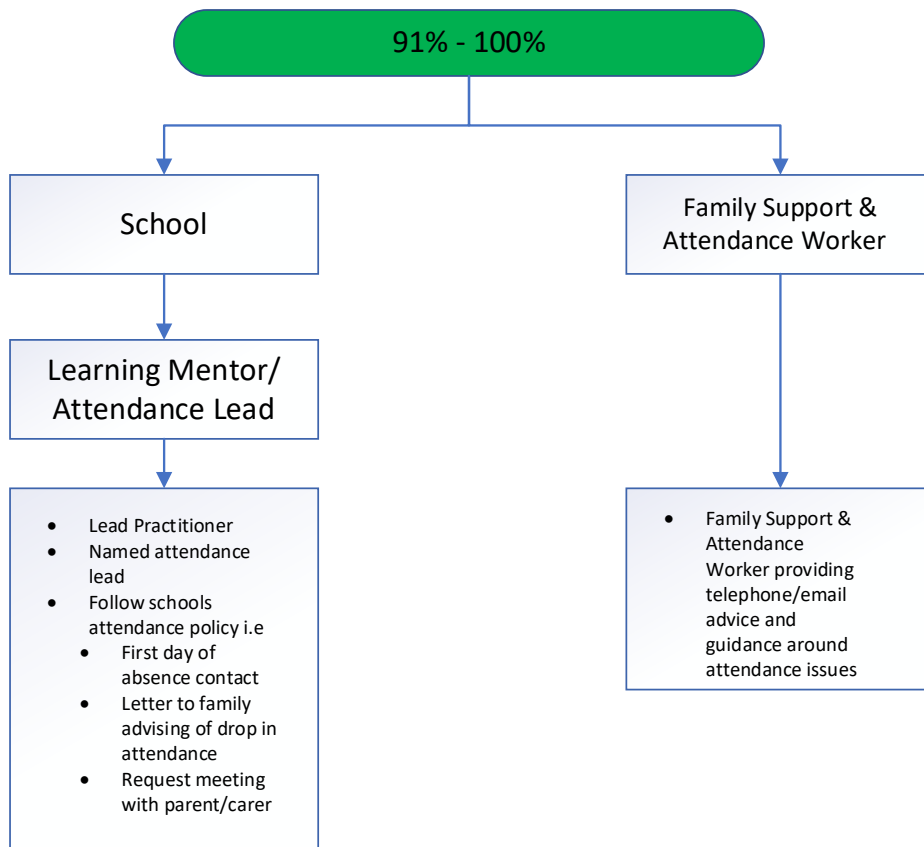




**Staged Intervention Model for Primary**

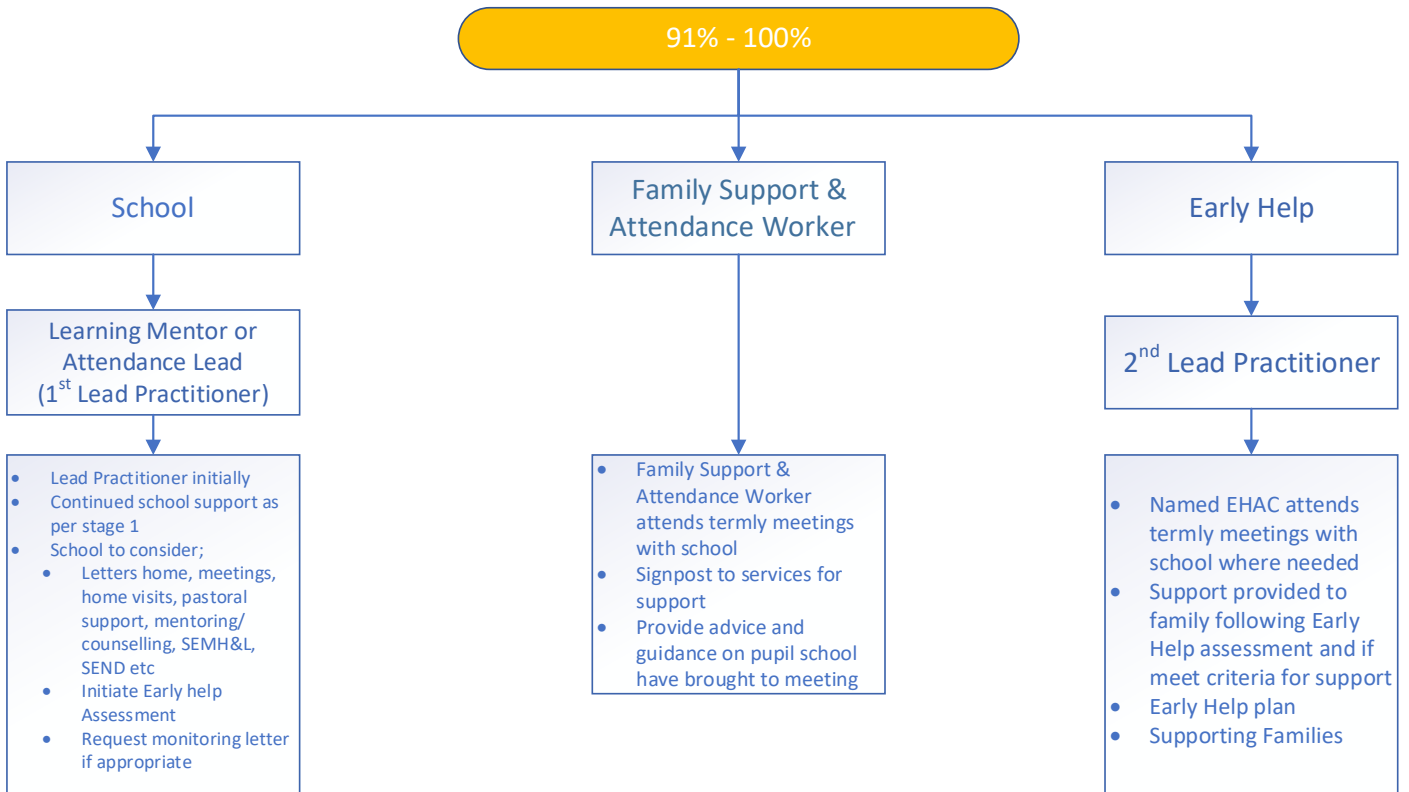


**Stage 1 – Prevention**

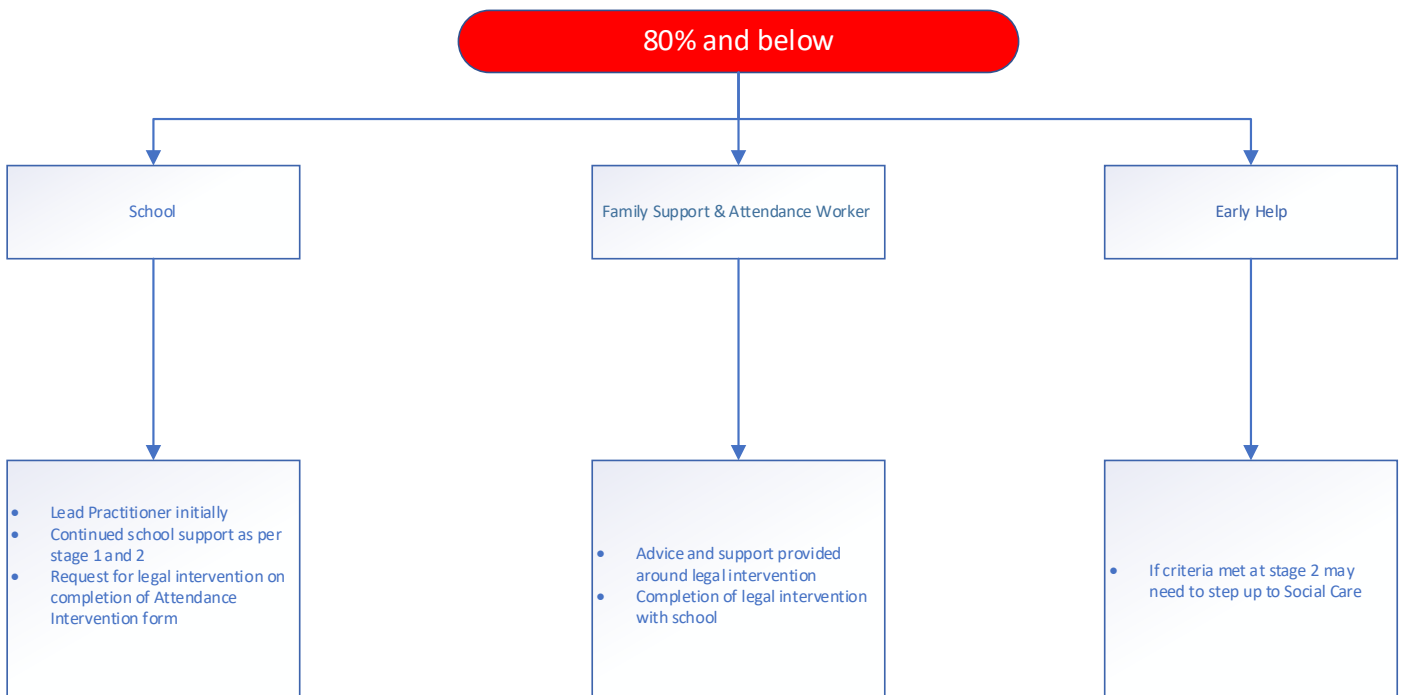




**Stage 2 – Early Intervention**



**Stage 3 – Targeted Support**



### Appendix 7 Cardinal Wiseman Punctuality Strategy

	<b>LATE TO SCHOOL:</b>	<b>Who?</b>
<b>Step 1</b>	Text message home - every time.	Attendance team.
<b>Step 2</b>	Break or lunch detention. Escalated for failure to attend. Time in Internal Inclusion.	Attendance Team HLTA Behaviour. Head of Year.
<b>Step 3</b>	Multiple lates - phone call home to ascertain reasons. Potential home visit/parental meeting.  Letter for persistent lates to be sent home using template letter.	Attendance team.  Attendance team/SLT Lead

	<b>PUNCTUALITY REWARDS:</b>	<b>Who?</b>
<b>Step 1</b>	Positive points awarded on Arbour for being on time every day for a week.	Form tutor.
<b>Step 2</b>	'Excellent Punctuality' e-cards sent home.	Attendance team.
<b>Step 3</b>	Rewarded in Head of Year assemblies.	Head of Year.



Appendix 8 Attendance Ladder Poster



## Appendix 9 Crib Sheet to discuss lateness with parents

Learn how to approach initial conversations about attendance with parents and carers, and who in your school might be best placed to have them. Take a look at guidance below for positive and constructive conversations.

The guidance is based on expert advice and the following non-statutory guidance:

- ◆ [Working together to improve school attendance](#) - you can read our [summary here](#)
- ◆ [Summary of responsibilities where a mental health issue is affecting attendance](#)
- ◆ Ofsted's report on [securing good attendance](#).

### Start by having a 'quiet word' with parents and carers.

Approach parents/carers personally to initiate a conversation about attendance. It's best to do this as soon as you notice issues around attendance, especially if a pupil is worried about coming to school.

They're more likely to respond positively to an informal chat than an official letter home, which might feel like a "telling off". It will also help build a more trusting, open relationship.

This might be face-to-face before or after school, or over the phone. Remember to:

- Talk somewhere quiet, private and comfortable.
- Be as flexible as you can with the timing to suit the parent/carer.

### What you might say

"I'd like to discuss xx, so we can work together to see what we can do to help improve their attendance. I have plenty of time now or we can meet another time, if you prefer. Is that okay with you? Is there something you'd like to talk about as well?"

### You might not be the best person to have the conversation.

Ideally, someone who knows and has a good relationship with the parents/carers is the best person to have the conversation. For example:

- The class teacher
- A teaching assistant (TA) or member of support staff
- A staff member who's known and trusted in the community.

A member of the senior leadership team (SLT) may feel more threatening and serious, and may not be in the best position to understand the pupil's needs and context.

Remember to respect confidentiality and stick to members of staff in your school who should be involved in attendance.



## How to keep the conversation positive and constructive

It's important for parents/carers to understand this is about the wellbeing of their child and their attendance.

Show them you empathise but be clear that you need to address non-attendance as it's not in the best interests of their child. Ofsted's stance of "listen, understand, empathise and support – but do not tolerate" may help you to find the right balance.

## Parents who need more support

Some parents/carers may need more support accessing the conversation, for example English as a second language speakers, or parents with SEND. Consider what you can do to communicate clearly, for example using a translator or by making sure you're using more conversational, plainer English.

## Consider pupils' mental health

Social, emotional and mental health needs can cause barriers to attendance. You should acknowledge this and be as supportive as possible, while maintaining high expectations for attendance. See the DfE's guidance for more information about your responsibilities.

Remember, you won't always know if a pupil is struggling, and pupils don't need a diagnosed mental health condition to be affected by these issues.

## Focus on how you can remove barriers

Don't try to solve or diagnose mental health issues. Instead, discuss adjustments that your school can make to support the pupil. Once you have a better understanding of what is difficult about being in school, you can focus on those issues.

Communicate the types of support you can offer, including academic, pastoral, or referrals to professional support. Discuss how you can work with parents/carers to make that support consistent at school and at home. You should also explain how being in school can benefit a pupil's mental health by providing a calm, safe and supportive environment.

## Pupils with SEND

If you're concerned about a pupil with SEND's attendance, make sure you're including any additional needs in your conversations with parents/carers.

Where a pupil is disabled within the meaning of the Equality Act 2010, make sure you've considered your legal duty to make reasonable adjustments to help them attend school.

If they have an education, health and care (EHC) plan, consider communicating with your local authority (LA) at an early stage as well as with parents/carers. The LA may need to review and amend the EHC plan in light of the attendance support you agree with parents.





## Consider the pupil's privacy

Be aware that a pupil may be struggling with attendance for reasons that they don't want their parent/carer to know about. For example:

- A mental health diagnosis that the parent/carer doesn't agree with or believe in
- Bullying due to their sexuality or gender identity, when they're not 'out' to their parents
- Social or relationship issues

Consider each situation separately, and don't assume all parents will be aware and supportive of their child's struggles. You'll need to weigh up your duty to work with parents/carers to support safeguarding and attendance, and the mental health and privacy of the pupil.

In some circumstances, you may want to talk to the pupil about what is okay to discuss with their parents/carers, so you can fully support them.

## Create a plan of action together

Ask if there's anything your school can do to help, or suggest strategies to try.

Examples might include:

- Sending a 'wake up text' to parents from your school office
- Giving the pupil a special responsibility each day, such as looking after younger pupils on the playground, to give them a real purpose to be in school
- Starting a 'walking bus' system, where a group of pupils walk to school with a teaching assistant (TA) and pick up pupils on the way
- Creating a safe and quiet space in school that the pupil can use when they need to
- Arranging for a trusted adult to check in with how they're doing on a regular basis Involving a school nurse, mental health support team or counselling service to work with the pupil, parents/carers and the school

In exceptional cases, you could consider using temporary part-time timetabling or remote education to help a pupil transition back to full-time school attendance. If a pupil has a mental health issue that's impacting their attendance, this may be appropriate.

However, you should seek to maximise face-to-face school time as much as possible, and consider whether a pupil's individual situation can instead be managed by putting other support in place. Part-time timetables must not be used to manage behaviour.

## Review the plan to make sure everyone is on board

Go over what you've discussed and the actions you've agreed. It can help you communicate empathy and clear up any miscommunications.



## You may have to escalate the issue

Review the plan on a regular basis to make sure it's working.

If poor attendance continues, or parents/carers aren't engaging with the strategies you've agreed, you may need to take more formal steps. For example:

- Send a formal letter home
- Consider a parenting contract to improve attendance
- Have a more senior member of staff talk to the parents/carers and pupil

If parents/carers continue not to engage with your support, work with your LA to consider whether it's appropriate to formalise your support or enforce attendance through legal intervention

