Ysgol Awel y Môr

CONWY
CYNGOR BWRDEISTREF SIROL
COUNTY BOROUGH COUNCIL

Attendance Policy – Learners (CCBC)

Policy owned by	Date adopted by the Governing Body	Signed on behalf of the Governing Body	Review date
C Foulkes - Headteacher	Summer 2026		Summer 2029

Version	Date	Author / Owner	Description of Changes	Approved By	Next Review Date
1.0	Summer 2026	Catrin Foulkes Headteacher	Initial policy creation	Temporary Governing Body	Summer 2029
1.1					
1.2					
2.0					
2.1					

1. Mission statement

Ysgol Awel y Môr is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all.

We will provide an environment where all pupils feel valued and welcomed and are committed to the fundamental principle that early intervention and partnership working is crucial in ensuring the attendance, protection and wellbeing of all children.

The school will follow the All Wales Child Safeguarding procedures and local protocols in relation to specific and identifiable wellbeing issues that prevent a child from accessing education, or where there are safeguarding concerns.

For a pupil to reach their full educational achievement, a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all pupils. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.

School attendance is subject to education law and guidance and our school attendance policy is written to reflect this legislation and the guidance produced by the Welsh Government. For information relating to this legislation and guidance, see Appendix 2.

The legislation makes provision for a school day which is to be divided into two sessions with a lunch break in the middle and to be available for 190 days in any school year.

The school will review its systems for improving attendance on an annual basis to ensure that it is achieving its set goals and targets as identified by the Governors, local authority, Central South Consortium and the Welsh Government.

This policy will contain the procedures that the school will use to work towards meeting its attendance targets, as set by the local authority.

2. Promoting attendance

The foundation for good attendance is a strong partnership between the school, parents, carers and pupils.

We will ensure that our pupils are made aware of the importance of good attendance and how this will benefit them, both now and in the future; we will offer reward schemes for individual learners, classes and year groups who have high levels of school attendance, no unauthorised absence and/or have shown to significantly improve their attendance rates.

We will use a variety of strategies to intervene at an early stage to encourage improved attendance of individual pupils and assist to overcome any barriers that may be preventing the expected level of attendance. These strategies may be school-based, or may be implemented jointly with other partners to ensure the most appropriate support for the individual and their family.

The home school agreement will contain details of how we will work with parents and carers and our expectations of what they will need to do to ensure pupils' achieve good attendance. These expectations and potential consequences of not meeting the expectations will be regularly communicated to parents throughout the academic year in various ways such as text messages, the school website, newsletters and at parents' evenings.

The school approach to improving attendance is underpinned by our commitment to:

- Providing an effective and empathetic approach to parents of children with persistent absence issues.
- Providing timely assessments of additional learning needs for all children who require them.
- Ensuring appropriate access is available to support for children's additional learning and mental health needs, whether outlined in an Individual Development Plan or not.
- Supporting and providing advice for parents of children with low attendance.

- Utilising Community Focused School approaches and utilising family engagement officers.

3. School procedures

Any pupil who is absent from school at the morning or afternoon registration period will have their absence recorded as being authorised, unauthorised or as an approved educational activity (attendance out of school). Only the head teacher, or a member of staff acting on their behalf, can authorise absence.

If there is no known reason for the absence at registration, then the absence will be recorded in the first instance as unexplained (N code) and promptly followed up by the school as part of its early intervention and safeguarding strategies. This will be in the form of a text message, telephone call or letter to the parent or carer to enquire about the whereabouts of the pupil. If no reason is given by the end of 10 school days or the reason given is not reasonable, the pupil will be recorded as an unauthorised absence (O code).

The coding for any absences will be in accordance with the guidance provided by the Welsh Government's All Wales Attendance Framework as in Appendix 1.

4. Punctuality

Morning registration will take place at the start of school at 8.50 am, (Infants) and 8.55 am (Juniors). The registers will remain open for a maximum of 30 minutes from this start time, in accordance with Welsh Government guidance. Any pupil arriving after this time will be marked as having an unauthorised absence (U code) unless there is an acceptable explanation i.e. school transport was delayed. In addition, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered (M code in this instance).

Pupils arriving after the start of school but before the end of the 30 minute registration period will be coded as late (L code).

Afternoon registration will be at 12.50 pm, (Infants) and 1.00 pm (Juniors) and any pupil arriving after this time will be marked as present but late (L code) if they arrive within 30 minutes or an unauthorised absence (U Code) if they arrive more than 30 minutes after the start of the afternoon session.

In the event of three late arrivals, the school will contact the parent by letter to inform them of the impact on their child's attendance and subsequent attainment. Should the pupil continue to arrive late for registration after being issued with this letter, the school will issue a second letter inviting the parent or carer to a meeting to discuss the barriers that are preventing punctual arrival and offer support where appropriate. Following this meeting, if the pupil is late again, parents and carers will be invited to a meeting with the head teacher or attendance lead together with the Link Governor for Attendance to discuss the matter and possibly take further action.

Parents and carers are reminded that the local authority may issue a fixed penalty notice for persistent lateness after the close of the register in accordance with the local authority's Code of Conduct for the Issuing of Fixed penalty Notice for Non-School Attendance, if the number of unauthorised absences or lates (O or U codes) is 10 sessions or greater in the current term.

5. First day absence

Parents and carers are reminded that they should contact the school by 9:00am if their child is not able to attend school on that day. Parents and carers must indicate a reason for the child's non-attendance and indicate the likely date they will return to school. Parents should be prepared for the members of school staff to ask questions about the pupil's condition, the patterns or trends in their absences and any treatment they may be receiving.

If a parent or carer does not contact the school, staff will endeavour to ascertain the specific reason for non-attendance as soon as possible on the first day of absence, after both morning and afternoon registration. This may include a telephone call, texting service, a home visit from a member of school staff or an Education Welfare Officer. Once the specific information is received, the register will be amended to reflect the appropriate absence code (see Appendix

1 for the types of code).

Priority will be given to children who are deemed to be particularly vulnerable, e.g. those known to Children's Services or are looked after (CLA). The local authority's Education Welfare Service will be notified of unexplained absences of five days or more in a school operating within the SLA, which will be reduced to only 24 hours if the pupil is on the child protection register, who may conduct an unscheduled home visit to determine if the pupil is safe and well (in a SLA operating school this will be completed by the ESW and school will take this responsibility in a non-SLA operating school).

Any learners may be subject to a visit under direction from the school where the school has any concern around attendance, or lack of contact from parents. These visits are intended to offer the right support to overcome any barriers to attending schools.

6. Absence notes and supporting evidence

Notes received from parents explaining the reason for the absence will be kept on file in line with school retention policies. Parents and carers are aware that only the head teacher or their representative can authorise an absence and that further information such as a letter from a GP or consultant may be required to support reasons given for absence.

7. Medical and illness absences

The school appreciates that there are times a pupil has to attend a medical appointment during the school day. In these instances, a copy of the hospital appointment letter should be provided to the school **prior** to appointment date to inform the school of the set scheduled time. Routine GP or dental appointments should be arranged whenever possible for times outside of the school day.

If a pupil is repeatedly absent due to illness, the school should request supporting evidence that the pupil is receiving the necessary medical treatment. An appointment card, consultant letter, photograph of prescription medication, would all suffice as medical evidence. Without the necessary evidence, the school may notify the parent or carer that all future absences will be unauthorised until the necessary medical evidence has been provided, and a referral to the Education Welfare Service may be made.

8. Continuing and frequent absence

Within the school it is the responsibility of the class teacher/registration tutor or attendance officer to be aware of and bring attention to the head teacher (or person to whom they have delegated responsibility for attendance), any emerging attendance concerns.

In cases where a pupil begins to develop a pattern of absences, the school will try to resolve the problem as soon as possible. This may involve inviting the parents or carers and the pupil into school for a meeting. However, should this absence persist a referral will be made to the Education Welfare Service when the attendance drops below 80% for the preceding six school weeks.

Should absence persist and the attendance drop below 80% for the preceding six school weeks then the school will follow their attendance protocol for this scenario and refer into the ESW service depending on whether the school opts into the ESW SLA agreement or not.

For unauthorised absences of 10 sessions or more in a school term (there are two sessions in a day, morning and afternoon), the local authority may issue a fixed penalty notice in accordance with the local authority's Code of Conduct.

9. Persistent absence

Welsh Government defines persistent absence as pupils whose absence level is more than 10% (less than 90% attendance). These pupils will be subject to an action plan to support their return to full attendance. This plan may

include a referral to the Attendance and Wellbeing Service for additional support for the pupil and their family.

If the pupil and family does not engage with the action plan, in cases of unauthorised absence the FPN process may be used. If this does not result in improved attendance then court action may be taken against the main parent(s) or carer(s) via the Attendance and Wellbeing Service.

10. Absence related to discrimination

A pupil's absence from school may be due to bullying, which can take many forms and can be direct (either physical or verbal) or indirect, for example, ignoring a pupil or not talking to them. Some of this bullying may be discriminatory.

As a school, we will monitor and report all discriminatory incidents each term and if the reason for a pupil's absence is related to any of the above issues, we will take action to deal with the situation.

11. Leave of absence in term time

Leave of absence during term time is actively discouraged as it negatively impacts on the pupil's ability to engage with the full curriculum. Parents and carers do not have the automatic right to withdraw their children from school for a family holiday and will be reminded of the effect that absence can have on a pupil's potential achievement.

The school will consider any application for leave of absence; parents and carers must apply in advance for permission for their child to have leave of absence (four weeks minimum notice for a planned leave of absence). Forms to request a leave of absence can be obtained from the school, either in paper copy from the school office or from the school website. The head teacher will consider the request and respond in writing within 5 school days to inform the parent or carer whether the request has been authorised. Subsequently, a parent or carer can make an informed decision whether they wish to pursue the absence in the knowledge of any potential consequences.

Parents and carers are advised that a fixed penalty notice may be issued by the local authority when permission for a leave of absence has not been authorised by the school. The local authority's Code of Conduct for Issuing Fixed Penalty Notices can be obtained from the school, the local authority's website or the Education Welfare Service.

Conwy operates a policy whereby leave of absence requests will not be authorised unless exceptional circumstances are evident and evidenced.

Exceptional circumstances remain at the discretion of the Headteacher as school know their pupils and families, and are best placed to make those judgements. If the Headteacher's decision is not to agree the request, then the holiday will be an unauthorised absence (G). A suggested list of exceptional circumstances could be:

- Those families of serving armed forces personnel
- Parents of a child experiencing a life limiting illness
- Family that has suffered acute trauma
- To attend a wedding or funeral of a person close to the family
- Any other circumstance that is viewed as exceptional. (If an event can reasonably be scheduled outside of term-time then it would not be normal to authorise absence)

Local Authority guidance on taking leave of absence during term time is very clear in that no leave of absence requests will be authorised unless agreed by the Headteacher, and this information should be relayed to parents regularly.

12. Fixed Penalty Notices for Non-Attendance at School

The school may request the local authority to issue a fixed penalty notice where a parent/carer has failed to secure their child's regular attendance at school. A penalty notice can be requested against one of following four criteria:

- Where there is a minimum of 10 unauthorised sessions (5 school days) in the current term (these do not need to be consecutive) which may or may not include pupils who are persistently arriving after the close of the registration period (recommended that registers be kept open for thirty minutes);

- Where a parent(s)/carer(s) refuses to engage with a school in the interest of improving their child's school attendance levels;
- Where a pupil is repeatedly caught truanting in public places during school hours;
- Where a leave of absence in term time has been requested but has been unauthorised.

To comply with The Education (Penalty Notices) (Wales) Regulations 2013, the school will operate in accordance with the local authority's Code of Conduct for fixed penalty notices for regular non-attendance at school. It remains the discretion of the head teacher to authorise absences in line with The Education (Pupil Registration) (Wales) Regulations 2010 attendance codes and supplementary guidance provided by the local authority.

Each pupil's absence will be considered on its own merits and if appropriate, a fixed penalty notice may be requested to encourage improved future attendance. If a pupil's attendance is significantly low, a referral to the Education Welfare Service may be considered as an alternative to requesting a penalty notice.

13. Reintegration

The school will welcome back all pupils on return from an absence.

If the pupil has been absent for a considerable period of time, a reintegration plan will be introduced tailored to the needs of the individual. This will include ensuring that the pupil is offered help to catch up on missed work and offered to be brought up to date on any information that has been passed to the other pupils.

14. Roles and responsibilities

Ysgol Awel y Môr is aware that ensuring regular school attendance is a demanding area of work that depends on establishing and utilising close working relationships between parents, pupils, schools, the local authority and other professionals who work with children.

A key part of any successful working relationship is a clear understanding of each person's role and responsibilities, and as such the following sets out to clarify the roles and responsibilities for those people engaged with tackling absence issues.

14.1 The Parent/Carer

Under section 7 of the Education Act 1996, the parent/carer is responsible for ensuring that their child of compulsory school age receives efficient full-time education that is suitable to their child's age, ability and aptitude and to any special educational needs the child may have. This can be by regular attendance at school, alternative provision or by elective home education (the parent can choose to provide education for their child).

A pupil's punctuality is also a legal requirement and parents/carers of a pupil who is persistently late (after the close of the register) can also face legal proceedings. Sometimes, there are situations at home that may make it difficult for a pupil to arrive on time and as such due consideration is given to any help or assistance a family may need in these circumstances.

14.2 The School

Schools are required under the Education (Pupil Registration) (Wales) Regulations 2010 to take an attendance register twice a day; at the **start** of the morning session and once during the afternoon session. The accuracy of the register is important in order to support any statutory interventions that may be required. It should be noted that it is an offence not to maintain accurate registers.

The school has the responsibility to monitor individual attendance rates at least weekly and use their own intervention methods to tackle individual pupil attendance issues where the pupil's attendance rate is 90% and below. In schools

that opt into the ESW SLA agreement a referral to the Education Welfare Service should be made by the school when an individual's attendance falls to 80% or below over a six week period, the school have exhausted their attendance interventions without success and there is no exceptional reason for this (i.e. the majority of the absence is unauthorised). In schools that opt into the ESW SLA agreement, with any case where a learner has not been seen by school staff and no communication received from the parent/carer over 5 school days, then the school should refer a pupil to the Education Social Work Service for Wellbeing Response visits. Schools that do not opt into the ESW SLA agreement may choose to complete Wellbeing Response visits in line with the criteria above.

Attendance Lead will be responsible for the strategic management of attendance across the school. They will scrutinise the data on a weekly basis, monitor trends and patterns across cohort of pupils, and evaluate interventions for their impact and effectiveness and direct resources for the best possible outcome.

Form tutors will be responsible for completing the session registers fully and accurately during every registration. This practice ensures good safeguarding processes, enabling the school to know where every pupil is at the start of all sessions and to commence the 'first day response' process if the pupil is not present. Notes within the appropriate information management system should be used to ensure that the additional details relating to the absence are captured and retained on file. Form tutors will be expected to hold 'return to school' discussions with pupils after periods of absence to ascertain the reason and to understand if there are any barriers to the pupil fully engaging in their education or if they require any additional support.

Subject tutors will be responsible for completing lessons registers; ensuring they are completed fully and accurately during the lesson itself. Subject tutors will be expected to review the attendance for their subject area at pupil level, making judgments on trends in the data, undertaking discussions with pupils and parents if required where there are concerns.

Attendance Officer/Attendance Administrator will be responsible for the daily operation duties of the attendance team. They will ensure that all registers, both session and lesson, are completed on a daily basis and if not will escalate this to the Attendance Lead for action. They will undertake the 'first day response' on each morning for those pupils whose families have not made contact. They will collate the supporting evidence, and chase any outstanding forms, absence notes, holiday request forms etc. The officers will compile the data in preparation for analysis by the Attendance Lead, form tutors and heads of year, and make the referrals to the Education Welfare Service.

In order to request a fixed penalty notice, the school will monitor the individual attendance patterns of their pupils. If trends are identified that match the criteria stated in the local authority's Code of Conduct, a school has the opportunity to make a formal request to the local authority to issue a penalty notice.

14.3 The Education Social Work Service (ESW)

The principal function of the Education Welfare Service is to improve attendance in all schools and alternative education provisions across the local authority by supporting pupils and their families to overcome their barriers to engagement.

The service provides support to schools, pupils and their families to ensure regular attendance and address any difficulties relating to absenteeism. The Education Welfare Service works collaboratively with a range of support services and agencies and provides an essential link between home and school to ensure that pupils benefit from the educational opportunities available to them.

The service acts on behalf of the authority in its statutory enforcement capacity and is responsible for a number of related duties that include:

- the regulating and issuing of child employment and performance licenses for school age children and young people, and their chaperones;
- to investigate, locate and track children who are referred as "Children Missing from Education";
- to oversee the education needs of vulnerable pupils e.g. Gypsy Traveller families;
- to work in partnership with the Police in the arrangement and coordination of formal truancy operations in accordance with Crime and Disorder legislation.

14.4 Supporting Engagement into Education, Employment and Training Team

Some LA's have an Education, Employment and Training Team, or similar, who have a remit to work with young people up to the age of 25. The staff work closely with Careers Wales and the school to ensure the successful transition of young people who are at risk of disengaging from year 11 to post 16 education, employment and training.

14.5 Youth Engagement and Belonging

Conwy Youth Engagement service will provide early intervention and prevention support for young people aged 11 years and above. The service supports through providing informal learning opportunities which raise self-esteem, build confidence, improve aspirations, and encourage peer to peer learning while assisting the reintegration into formal education. In line with the Youth Engagement and Progression framework the team will work closely with schools to provide young people with support and guidance to overcome social and emotional barriers which maybe impacting their attendance or preventing them from fully engaging in learning

15. Attendance initiatives

The school and local authority will work closely together to raise the awareness of school attendance, promote good attendance and tackle unauthorised absence.

The school will use an awards system to reward pupils who have excellent or improving attendance. Any reward system must be meaningful to the children and the timing of rewards needs to be taken into account to ensure that the children can make the link between their attendance and any rewards.

The school will work with the Education Welfare Service to undertake local authority initiatives such as the Wellbeing Response Visits, Meet and Greet sessions and target groups.

16. Categorisation of absence

All pupils who are on role but not present in the school must be recorded within one of these categories.

- Authorised Absence
- Unauthorised Absence
- Approved Educational Activity

Unauthorised absence

These codes are for those sessions where pupils were absent and no reason has been provided, or whose absence is deemed to be without valid reason.

Authorised absence

These codes are for those sessions where pupils are away from school for a reason that is deemed to be valid within the approved code list for attendance (see Appendix 1). Evidence should be requested to support the reason given (e.g. medical evidence, appointment cards, etc.)

Approved educational activity
These codes cover types of supervised educational activity undertaken off the school site but with the approval of the school and/or the LA, where the session has been supervised by an approved tutor.

This would include:

- Work experience placements

- Field trips and educational visits
- Sporting activities
- Link courses or approved education at another venue
- Education arranged by the Child and Adolescent Mental Health Service (CAMHS)

17. Dual Registration

Pupils who attend another school or unit will be dually registered at both venues. The enrolment status within the management information system (MIS) indicates the main place of education and which the subsidiary is. An example would be a pupil registered at this school but attending EOTAS provision or a pupil referral unit for certain days each week. The main school will be whichever the child attends for more than 50% of their time. The other will be the subsidiary.

The school or provision where the child is expected to attend is responsible for accurately recording the pupil's attendance and chasing up non-attendance. School will liaise with the other education provider on a daily basis in order to identify pupils who are absent for the session and mark the register accordingly.

18. Retention of records

Computer registers are preserved as electronic back-ups copies. Attendance regulations stipulate that attendance records should be retained for at least three years; however it is good practice to extend this period in line with the education record retention schedule.

19. Register checks

The local authority will formally check the school registers on a termly basis to ensure there is compliance with the national legislation. It should be noted that registers are legal documents and it is an offence not to maintain accurate records.

20. Attendance targets

A system for analysing performance towards the targets has been established and the head teacher is responsible for overseeing this work. The school and Governing body will make use of the attendance data available from the Consortium and the local authority when reviewing its targets and analysis of the outcomes in comparison with similar schools from across the region.

The head teacher will present the attendance data in each of the termly reports to the Governing body for the figures to be scrutinised against the attainment data. The Governors will have the opportunity to challenge the data alongside the practices for managing attendance, in order to tackle the overall absence rates across the school and within specific cohorts of learners.

Our school targets are as noted in the School Improvement Plan for 2026/2027.

21. Strategic Action Plan

The school will produce an action plan to show how the school will set about achieving its attendance targets. This will include the school's aims for its vulnerable groups of learners, how it intends to close the gaps between the FSM and non FSM pupils' attendance, the operational management of attendance, the strategic management of attendance including the evaluation of impact of interventions etc.

This action plan will be reviewed on an annual basis and will be used to inform the School Improvement Plan.

APPENDIX 1

The registration system

The following national codes will be used to record attendance information.

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
****	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
D	Dual registration (i.e. pupil attending other establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
F	Extended family holiday (agreed)	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorized absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X	Un-timetabled sessions for non-compulsory school-age pupils	Not counted in possible attendances
Y	Enforced closure	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to pupils	Not counted in possible attendances

APPENDIX 2

Legislation and guidance

The Education Act 1996 Part 1, Section 7 states:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable:

(a) to his age, ability and aptitude and

(b) to any special needs he may have either by regular attendance at school or otherwise.

For educational purposes the term parent means natural parents and includes any person who has parental responsibility or has day to day care of the child.

Section 444 1, 1(a) and (ZA) contains the details of when an offence is committed if a child fails to attend school or alternative provision arranged by the Local Authority.

The Education (Penalty Notices) (Wales) Regulations 2013 set out the framework for the operation of the Fixed Penalty Notice scheme.

The Equalities Act 2010 (Statutory Duties) (Wales) Regulations 2011

Registers and admission.

- The Education (Pupil Registration) (Wales) Regulations 2010
- The Education (School Day and School Year) (Wales) (Amendment) Regulations 2006

Attendance targets

- The Education (School Performance and Unauthorised Absence Targets) (Wales) (Amendment) Regulations 2006.

Guidance documents relating to attendance

- All Wales Child Protection Procedures
- Keeping Learners safe
- Belonging, engaging and participating – Guidance on improving learner engagement and attendance
- The All Wales Attendance Framework
- The National Assembly for Wales Circular 47/2006 Inclusion and Pupil Support.
- Consortium's Attendance Strategy
- Local Code of Conduct relating to the Fixed Penalty Notice scheme
- Welsh Government Guidance on penalty notices for regular non-attendance at school
- Welsh Government Guidance on attendance codes

Code Use for Common Courses and Activities

EXCEPTIONS	**Code**	**SIMS Notes Field Exemplar**
Music Exams	B	Music Exam. Letter provided & copied
Speech & Language Therapy	B	SALT Letter provided & Copied
Asthma Clinic	M	Asthma Clinic. Appointment card copied
Physiotherapy	M	Physiotherapy Appointment card copied
Sporting Tours	C	Tour (E.g. Rugby) and date. Evidence copied
Football Academy (With classroom learning)	B	E.g. Cardiff Academy with classroom. Letter copied
Football Academy (Without Classroom learning)	C	E.g. Swansea Academy. Letter copied
Club & National Competitions	P	Activity / Competition, Place and Date. Letter copied
Overseas Trips through Competitions	P	Activity / Competition, Place and Date. Letter copied
Travelling Time to Competitions (With letter from the Club)	C	Travelling to (Place Name) for competition. Letter copied
E-learning where there is an agreed package with the L.A	B	E-learning. Evidence Letter copied.
Child Performance	C	Child Performance. Evidence with L.A.

*** Any evidence provided to support code usage must be retained by school**

Appendix 3

Attendance Support Programme

Name:
Form group:
Date:
Present:

Please ensure a Pastoral Support Plan (PSP) is in place for any pupil with attendance concerns. The regular monitoring, reviews, evaluations and modifications of this plan are an essential part of any attendance support within the wider inclusion support around a pupil.

https://www.gov.wales/pastoral-support-plan-psp

Alongside this PSP the table below will be of use when considering attendance support strategies for a pupil:

WAG Circular 47/06 Inclusion and Pupil Support (Annexe 3iii) linked strategy	**Considered? (if not include why not)**	**Monitoring? Include date(s)**	**Reviewed? Include date(s)**	**Evaluated? Include date(s)**	**Positive impact? (please include what the impacts are of the strategy**
PSP in place and monitored, reviewed, evaluated and modified regularly.					
Review any learning difficulties that may affect behaviour. This will include any ALN considerations for the pupil.					
Consider additional support from relevant professionals.					
Ensure that the pupil's one page profile (if one is appropriate) has been shared with relevant staff.					
Consider any social difficulties and / or alleged bullying that the pupil may be experiencing.					
Consider if anxiety is a factor and use of EBSA resources.					
Consider changing class, sets or groups and giving direction on where and with whom to sit.					
Consider the use of a buddy or mentor and sharing pupil profile with all relevant staff.					
Consider placement within					

the school's on site inclusion centre (OSIC) to provide additional support.				Ysgol	Awel y Môr
Consider referrals to the ESW Service and the Educational Psychology service.					
Consider specialist support from outside agencies e.g. Family Centre, CAMHS, etc					
Consider organisation of a multi-agency meeting to discuss the case.					
Consider alternative curriculum models where appropriate to support the principles of developing engagement, participation and belonging.					
Consider, with the agreement of the pupil, the pupil's parent / carer, and the receiving school, a managed move to another school to provide a fresh start with the opportunity to develop new relationships.					
Consider Fixed Penalty Notice warning letter(s)					
Consider or implement Fixed Penalty Notice proceedings or court action.					
Consider FPN, Parental Prosecution or an Education Supervision Order as a strategy to improve attendance.					
Other..					

A review date of …….. has been agreed.

All present are signatories to the arrangements set out in this attendance support program:

Full name	**Signature**	**Status**
		Young person
		Parent / carer
		School pastoral link
		School attendance lead
		ESW link member

School Attendance Self Evaluation Audit Tool

This self-evaluation checklist is an important tool to help identify areas for improvement within school, to assist with targets and to prioritise actions for improvement in attendance.

It will be important to offer a range of interventions and strategies to improve engagement and enable sustained improvements.

Please allocate a colour – Red, Amber, or Green to each of the following questions and statements.

Green = Goods, standards achieved

Amber = Satisfactory standard, requiring further work

Red = Inadequate and immediate action required

Please add relevant comments in the Actions / Areas for improvement section.

Your cooperation in completing this form will assist the Education Social Work Service to assess and review school's capacity to improve their overall attendance in a structured and sustainable manner.

School	
Pupil Numbers	
Staff Member completing form	
Designation	
Date	

Please use the school attendance dashboards since Sept 2023 for this self-evaluation audit.
Benchmarking of school attendance is also available to support with this process from SIS manager at the LA.

Strategic Attendance Audit

School to complete the three year trend table below using attendance data:

Academic Year	Attendance %	Authorised absence %	Unauthorised absence %	Total absence %	Benchmark position	FPN warning letters issued	FPNs issued
2018-2019							
2022-2023							
2023-2024							

Authorised absence coding patterns:

C Other Authorised Circumstances .....
F Extended Family Holiday (used only in special circumstances) .
H Family Holidays(used only in special circumstances) .....
I Illness .....
M Medical/Dental Appointments .....
S Study Leave.....
E Excluded (No alternative provision made).....
R Religious Observance .....
T Traveller Absence.....

Academic year	C	E	F	H	I	M	R	S	T
Dates School									
Dates National									
Dates School									
Dates National									

Unauthorised absence coding patterns:

N No Reason yet provided for Absence.....
O Unauthorised Absence (not covered by any other code/description
G Holiday - Unauthorised.....
U Late (after registration closed).....

Academic year	G	N	O	U
Dates School				
Dates National				
Dates School				
Dates National				

Strategic management of attendance

Aspect	RAG rating	Development required?	Achieved?	Linked support required?
Designated SLT person with responsibility for attendance				
Half termly attendance dashboards used effectively to monitor, review and evaluate attendance				
Half termly attendance dashboards used effectively to inform the SLT of attendance patterns / themes				
LA provided attendance dashboards used effectively to inform the governing body of the school of attendance patterns / themes				
Nominated governor with an attendance remit				
The school attendance policy is appropriate, reviewed within the last two years and supportive of the 'belonging, engaging and participating' guidance from WG				

Attendance lead scrutinises attendance data weekly				
Attendance lead evaluates impact of attendance interventions and takes lead responsibility				
Form tutors are clear on their role within attendance management of pupils				
Subject teachers are clear on their role in completing lesson registers and monitoring attendance within their subject				
The attendance officer checks for completion of registers along with first day checks around absence				
Clear threshold and pathway for the issuing of FPN warning letters and FPNs in place and understood				
Clear pathways established and understood to engage with various external agencies to support improving attendance				
Staff induction program includes attendance areas				

The attendance policy

Aspect	RAG rating	Development required?	Achieved?	Linked support required?
The school attendance policy is up to date, appropriate to the school setting and is regularly reviewed				
Staff roles and responsibilities around attendance are identified, clarified and defined within the policy				
Staff are trained to have full awareness of the attendance policy and apply this within their role(s)				
The attendance policy is integrated appropriately with other school policies (e.g. safeguarding)				
Policy and procedures regarding engaging with external agencies to support with attendance are clear and embedded in school operation				
School attendance policy clarifies procedure around requests for holiday(s) in term time				
The attendance policy in practice is monitored and quality assured				
The governing body has oversight of QA processes around the implementation of the attendance policy				
The timeline of review for the attendance policy is clear with key dates identified.				
The governing body link member is identified in the policy				

The staff member responsible for the review of the attendance policy is identified				
The date of ratification of the attendance policy by the governing body is identified				

Managing pupil attendance

Aspect	RAG rating	Development required?	Achieved?	Linked support required?
First day absence response is in place each morning if no contact from a parent for an absence				
Attendance officer completes a register check on a daily basis				
Attendance officer has a clear process to escalate any register issues to the attendance lead				
Clear identification of who collates and / or chases the supporting evidence around pupil absences				
Form tutors complete the session registers in each morning registration session and have a clear cut off time for completion. Legal position if this is not completed clear with staff. Afternoon session process embedded.				
Form tutor to hold a return to school discussion with pupils in their form after a period of absence to ascertain the reason and also if there are any barriers to the pupil engaging in their education.				
Subject teachers are clear on their role in completing lesson registers				
Attendance lead monitors attendance rates weekly				
3 letters within SIMS used effectively and appropriately when absence reason(s) are not clarified by a parent.				
House and / or year heads operate with their teams to implement attendance interventions consistently and evaluate impact				
Member of staff with lead responsibility for improving pupil attendance is clear in any attendance intervention planning				
Attendance support program utilised if a pupil's attendance is of concern and lead person identified				
Meetings with the parent / carer are used effectively and consistently to				

support improving pupil attendance where needed (both internal and external support)				
Clear pathway and threshold embedded to trigger referral to the ESW service				
Clear threshold and pathway for the issuing of FPN warning letters in place, understood and utilised				
Clear threshold and pathway for the issuing of FPNs in place, understood and utilised				
Clear reintegration strategies / route(s) for a pupil returning from a long term absence				
Regular meetings with the ESW link member completed to identify and agree pupil interventions, along with any reintegration resource planning for long term absence pupils (e.g. OSIC use)				
The school knows the whereabouts of every pupil in the school day for safeguarding purposes				
The school is supported by external agencies appropriately and effectively around pupil attendance concerns				
The school engages within it's cluster on attendance issues				

Data management and analysis

Aspect	RAG rating	Development required?	Achieved?	Linked support required?
LA half termly dashboards are reviewed to inform development				
The use of FPN warning letters and FPNs is tracked alongside other interventions				
Attendance issues are a standing agenda item in SLT meetings				
The attendance of key groups of learners is analysed to inform interventions and provide positive impact				
N codes and missing marks are challenged and resolved in a timely manner				
Types of absences and use of absence codes analysed to inform intervention planning and provide positive impact				

Cluster attendance data analysed to support effective transition planning and secure a positive impact on pupil attendance				
Cluster and / or in-house attendance data utilised to support planning of interventions / strategies at key transition points				
The use of reduced timetable / flexi schooling packages is monitored and analysed effectively including correct use of attendance coding in SIMS)				
Pupils are aware of attendance data through the use of signage and tutor led feedback				
Attendance data is used to support effective initiatives to reward pupil attendance				
Data analysis is used to identify pupils with either decreasing or improving attendance to support form tutor led interventions				

Communication

Aspect	RAG rating	Development required?	Achieved?	Linked support required?
Pupils informed of their personal attendance and a target attendance figure				
Parents clearly informed of their child's attendance figure and a target figure regularly				
School report contains attendance data / trends for the pupil				
School contacts home to celebrate improved attendance with a pupil				
School communications used effectively to communicate to parents / carers of the importance of good attendance and the links to attainment				
School communications used effectively to communicate to parents / carers various support agencies and networks to help with attendance				
School regularly promotes the benefits of good attendance within the school to the pupils				
School rewards system used effectively to reward good attendance				
Pupil voice input into attendance reward processes				
School website used to promote good attendance positive links to attainment				

School website used effectively to provide web links to various support agencies and networks to help with attendance				Ysgol Awel y Môr