

# Attendance Policy V1.5

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This policy is based on the following DfE guidance:

[https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working\\_together\\_to\\_improve\\_school\\_attendance\\_-\\_August\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268940/alternative\\_provision\\_statutory\\_guidance\\_pdf\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

Clover learning Community seeks to provide a small nurturing environment where all students feel valued and welcome. For a student to achieve their full potential, attendance is essential. Clover learning Community will consistently work towards improving every student's individual attendance and every opportunity will be used to communicate to students and their parents/carers the importance of regular and punctual attendance.

We will actively encourage staff, parents/carers and students to maximise the learning experience in order to allow all young people to reach their full potential. Therefore, it is essential that we have well-established and clear procedures for involving parents/carers relating to school attendance. Parents/carers have the primary responsibility for ensuring that students at compulsory school age receive a suitable education; staff at Clover Learning Community aim to support parents and carers to meet these responsibilities through direct regular liaison / or liaison with the placing partner (commissioner).

Due to the complex nature and needs of our alternative provision students, Clover Learning Community understands that attendance may not be good, or even satisfactory, when students start their placements with us. Therefore, attendance is a key area of improvement for such students. The attendance pattern of every student is robustly monitored and reviewed on a weekly basis, and findings discussed with placing commissioners. (Clover Learning Community understand that students placed at Clover Learning Community are some of the most vulnerable in the local area, and that this cohort fall into those identified as most at risk of missing education. Statutory procedure guidance on Children missing education will be followed – this can be found in appendix A of this policy.)

Daily attendance is monitored for both morning and afternoon sessions using the registers required by the commissioners using our service.

**The Office Manager will:**

- Keep accurate AM and PM registers of attendance
- Monitor registers and identify gaps in attendance, and liaise with placing partners
- Consult commissioners regarding any reasons given for student absence
- Promote the high priority of attendance and punctuality within Clover Learning Community
- Address any concerns about internal truancy
- Implement a credit system to promote high levels of attendance and punctuality
- Monitor and evaluate attendance on a weekly basis

- Ensure parents/carers (and commissioners) are aware of any attendance issues and agree improvement strategies
- **Following up unexplained absence:**
- Where any pupil we expect to attend school does not attend, or stops attending, without reason, Clover Learning Community will inform the commissioner by 10am so they can follow their own procedures for following up unexplained absence, or instruct Clover Learning Community staff to follow the commissioner's procedure, and;
  - call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
  - Identify whether the absence is approved or not
  - Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
  - Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the commissioner will consider involving an education welfare officer
  - Communicate reasons for absence (where applicable) to Clover Learning Community

#### **Lateness:**

Clover Learning Community's register is taken twice a day; once in the morning and once at the beginning of the afternoon. Morning registration is from 9.30 to 10am. Afternoon registration is from 12.30 to 12.45.

Students who have not arrived in provision at the times when the register is open will be marked as U (unauthorised absence). If students arrive after the register is closed, the U will be amended to an L (late); commissioners will then be informed of the late arrival.

All lateness of students to provision will be monitored by both Clover Learning Community and the commissioner.

#### **Teaching staff will:**

- Liaise with the Office Manager and Head of Centre over issues of concern and monitor effectiveness of action
- Help and assist Clover Learning Community in working towards achieving good attendance targets
- Oversee the administration of daily registers for students in your sessions
- Monitor the attendance of targeted groups
- Provide feedback to relevant stakeholders

#### **The Head of Centre will:**

- Review the attendance policy at least annually
- Monitor its implementation

- Monitor progress against the organisation's targets
- Monitor progress against national strategies

#### **Students will:**

- Be ready to meet with their key workers / teachers and actively take part in their learning for the day
- Ensure parents/carers provide explanations for all absences
- Accept and support any sanctions agreed with the learning community where the organisation's expectations have not been met

#### **Parents/carers will:**

- Ensure and support regular and prompt attendance to all provision
- Provide an explanation for absences
- Work with Clover Learning community (or placing partners) to support strategies to improve attendance and punctuality where relevant

#### **Exclusions:**

Clover Learning Community have in place a supportive behaviour support policy and procedure, to prevent student exclusions from the provision (see behaviour policy). If, on the very rare occasion, a student exclusion is needed, permission will be given by the head teacher of the commissioning school. Clover Learning Community will never exclude a student without this permission.

If a student exclusion has been granted, students will have a reintegration meeting with our pastoral support lead. This meeting will reassure the student that a fresh start is being given. If mediation between a staff member and student is needed this will take place in the reintegration meeting. Commissioners and parents will be expected to attend this reintegration meeting at the provision.

## **Appendix A**

### **Children missing from education:**

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM

- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures (in line with those of the commissioner) for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes the commissioner informing the local authority if a child leaves its school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will ensure the commissioner makes an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.