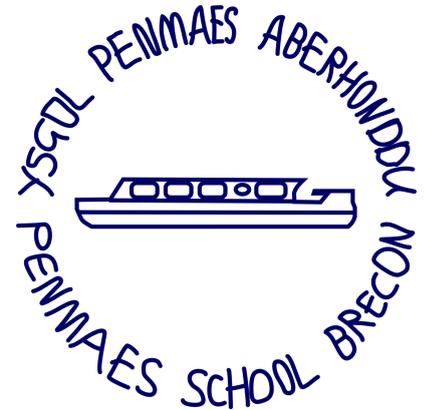




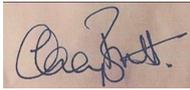
# Ysgol Penmaes



## Attendance Policy

### Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Ratified by Governing Body	Signature	Date
Headteacher: Angharad Bryn-Jones		09/07/25
Chair of Governors: Clancy Brett		09/07/25
Next review date: July 2026		

Version	1
Date	February 2025

### Policy Revision History

Date	Version	Reviewed by	Description	Date ratified by full GB
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07/25	1	Luci Clark/Angharad Bryn-Jones	<i>Alignment of existing Attendance Policy (due for renewal 06/25) with suggested Attendance Policy Framework December 2024</i>	
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## 1. Mission statement

### Our Mission Statement is:

#### Successful Healthy Individuals Nurturing Excellence (SHINE)

Ysgol Penmaes is committed to providing a full and efficient education to all learners and embraces the concept of equal opportunities for all.

We will provide an environment where all learners 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 Wales Safeguarding Procedures, *Belonging, engaging and participating*<sup>1</sup> and local protocols in relation to specific and identifiable wellbeing issues that prevent a child from accessing education, or where there are safeguarding concerns.

As outlined in *Belonging, engaging and participating*, 'attendance cannot be considered in isolation. The many interrelated and overlapping causes of absence and the varied nature of the learner experience in school, the community and at home mean that whole school strategies and strong multi-agency working arrangements are needed, designed to support all learners.'<sup>2</sup>

The school will review this policy and its systems for improving attendance and the whole school approach for promoting strong attendance and a positive learning environment on an annual basis to ensure that it is in line with national and local guidance, school priorities and effectively supports learners to access education.

### Our Vision is simple:

'At Ysgol Penmaes we continually strive to do more than just educate, it is our aim to offer every pupil the opportunity to achieve their full potential in a safe, secure and enriching environment. It is our intention to offer a curriculum that promotes ambitious, capable and informed learners at a developmentally appropriate level. Penmaes places a strong focus on the well-being of all, facilitated through highly effective communication processes. Learning is delivered in a way that facilitates an immersive multi-sensory curriculum that is

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<sup>1</sup> Welsh Government, October 2023, *Belonging, engaging and participating: Guidance on improving learner engagement and attendance*, <https://www.gov.wales/improving-school-attendance>, accessed 20.08.24

<sup>2</sup> Welsh Government, October 2023, *Belonging, engaging and participating: Guidance on improving learner engagement and attendance*, <https://www.gov.wales/improving-school-attendance>, accessed 14.11.24, p.6

fun and provides real life authentic experiences which help to build resilience; positively impacting development, whilst ensuring the promotion of collaboration and independence. We as a special school ensure a common language for learning along with celebrating and embracing Cynefin/place whilst planning, teaching and learning ensures a broad, balanced and creative curriculum promoting the 4 purposes of the Curriculum for Wales and encouraging learners to be the best they can be. ’

### **Our School Values are important to us:**

- Respect
- Friendship
- Tolerance
- Resilience
- Trust
- Empathy
- Kindness
- Responsibility
- Forgiveness
- Honesty

## **2. Promoting attendance**

The foundation for good attendance is a strong partnership between the school, parents, carers and pupils as outlined in *Belonging, engaging and participating*<sup>3</sup>, the Welsh Government guidance on improving learner engagement and attendance.

‘Improving attendance requires a whole-school and whole-system approach’<sup>4</sup>, where ‘pupil engagement and improving attendance is a continuous process that begins with developing trusting relationships between school staff and pupils’<sup>5</sup>.

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<sup>3</sup> Welsh Government, October 2023, *Belonging, engaging and participating: Guidance on improving learner engagement and attendance*, <https://www.gov.wales/improving-school-attendance>, accessed 20.08.24

<sup>4</sup> Welsh Government, October 2023, *Belonging, engaging and participating: Guidance on improving learner engagement and attendance*, <https://www.gov.wales/improving-school-attendance>, accessed 20.08.24, p. 17

<sup>5</sup> Welsh Government, October 2023, *Belonging, engaging and participating: Guidance on improving learner engagement and attendance*, <https://www.gov.wales/improving-school-attendance>, accessed 20.08.24, p. 20

At Ysgol Penmaes we are very fortunate that parents/carers work closely with us so that when their child is well and able then they attend school. However, we recognise that there are a number of pupils with highly complex health care needs which often results in them having prolonged stays in hospital; this obviously significantly impacts their attendance and upon our whole school figures/targets. It is important to note that Penmaes understands that prolonged absences for pupils with very complex medical needs occur and looks at these on an individual basis.

Where appropriate, we will ensure that our pupils and their parents/carers are made aware of the importance of good attendance and how this will benefit them; we will follow the Powys School Attendance Guidance and Ysgol Penmaes' attendance policy in order to intervene and try and improve attendance of identified pupils in collaboration with the Education Welfare Service (EWS). 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.

We will work closely with all our feeder schools and pre-schools and new Penmaes families, to ensure an appropriate and successful transition to Penmaes is planned and implemented.

ATTENDANCE %	LEARNING OPPORTUNITIES	OUTCOME
95-100% attendance	Best chance of success	Your child is taking full advantage of every learning opportunity.
90-95% attendance	At least 2 weeks of learning missed	Satisfactory. Your child may have to spend time catching up with work.
85-90% attendance	At least 4 weeks of learning missed	Your child may be at risk of underachieving and may need extra support from you to catch up with work.
80-85% attendance	At least 5 ½ weeks of learning missed	Your child's poor attendance has a significant impact on learning.
Below 80% attendance	At least 7½ weeks of learning missed	Your child is missing out on a broad and balanced education. You are at risk of prosecution.

## **Whole school incentives and strategies**

Ysgol Penmaes awards termly attendance certificates for pupils who have met the school target of 90% to 95%. Consideration is given to learners with complex medical needs and where they don't meet the attendance target set for the school due to absence from illness, individual attendance targets are set for them to ensure they are included.

The school rewards attendance via our Class Dojo communication platform and also with certificates to recognise pupil achievements e.g. a token economy online shop for pupils who meet the school target or their individually set targets.

The EWS works in collaboration with the school and awards certificates for attendance that meets the outlined target.

The Headteacher endeavours to instill a staff mindset of high expectations around attendance by:

- Establishing a senior leadership team presence around school to support attendance
- Making good attendance everyone's responsibility
- Working closely with parents and carers
- Involving the local community
- Giving pupils a purpose to be in school each day
- Offering pupils the tools to come to school
- Providing secure conditions for learning
- Using a meaningful and engaging curriculum
- Anticipating family patterns
- Including clear stages of action in the attendance policy.
- Monitoring and analysing attendance data in collaboration with senior leaders and the EWO

## **3. Roles and responsibilities**

To support a pupil effectively, it is important to establish close working relationships between families, pupils, schools, the local authority and other professionals.

A key part of any successful working relationship is a clear understanding of each person's role and responsibilities. The following section clarifies the roles and responsibilities for those people engaged in supporting learner attendance at Ysgol Penmaes

### **Parent/Carer Responsibilities**

Parents/carers are responsible in law for ensuring that their child attends school regularly and on time.

Parents and carers can do a great deal to support regular attendance including:

- Take an active interest in their child's school life and work;
- Attend parents' evenings and other school events, if possible;
- Be aware of letters sent home from school;
- Ensure that their child only misses school for reasons which are unavoidable or justified
- **Always notify Penmaes as soon as possible- on the first day of absence**
- Avoid booking holidays during term time **(however due to the additional needs of nearly all pupils, Penmaes will authorise 2 holidays during the academic year for a total of 10 school days. Any after this will be recorded as unauthorised)**
- Talk to Penmaes if you are concerned about their child and their any reluctance they may have to come to school;
- Where possible make routine medical appointments e.g. dentist or opticians outside of school hours (Penmaes understands that this is not always possible, however communication with the school is a must)

If a pupil misses school without an explanation and the Headteacher is not satisfied with the explanation the absence will be recorded as unauthorised. If a reason is provided the school can decide whether it is recorded as authorised or unauthorised.

### **Reporting an Absence**

Parents or carers have a duty to inform the school office on the first day of absence and to maintain contact throughout the period of absence. If the school office is not contacted on the first day of absence (which should be done by the parent/carer in the first instance) then a phone call will be made to parents/carers. A phone call will also be made on day 3 of any absence unless parents or carers make contact with the school. If parents or carers fail to contact school and the school is unable to communicate with parents or carers then an unauthorised mark will be given.

If a pupil is experiencing difficulties in attending school then this needs to be communicated so early intervention can take place via appropriate meetings.

### **School Procedures and Responsibilities**

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 Headteacher or a member of staff acting on their behalf can authorise absence.

Ysgol Penmaes adheres to the Powys attendance guidance and liaises with the EWO regularly. The Headteacher ensures that all members of the governing body are updated with attendance figures and this is highlighted in the Headteacher's termly report to governors.

Parents or carers are reminded via letter at the start of every term about the importance of good attendance at school.

Schools have a range of responsibilities in respect of attendance. The school will:

- Take an attendance register twice a day; at the **start** of the morning session (9:00 - 9:30) and once during the afternoon session (1:15 - 3:15)
- Monitor individual attendance rates daily to identify any emerging trends and possible safeguarding concerns.
- Use appropriate interventions to improve individual pupil attendance.
- Have 'eyes on' a pupil who has been absent from school for more than five school days. This includes identifying a partner (EWO, Family Liaison Officer or other stakeholder working with the family) undertaking a home visit where contact is not possible at school or in the community.

- Make a referral to the Education Welfare Service for support, advice and guidance when the school has exhausted all other reasonable methods.

### **Attendance Lead**

The designated senior leader with the responsibility for the strategic approach for attendance at Ysgol Penmaes is:

**Angharad Bryn-Jones- Headteacher**

01874 62350

[office@penmaes.powys.sch.uk](mailto:office@penmaes.powys.sch.uk)

**Angharad Bryn-Jones (Headteacher)** will be responsible for the strategic management of attendance across the school. This will include oversight of the following:

- Gathering and scrutiny of attendance data which will be presented to the Governing Body at termly intervals;
- Monitoring of trends and patterns across cohorts of pupils where appropriate;
- Identification of individuals or groups requiring interventions to support their attendance
- Inform the Designated Safeguarding Person and the Deputy Safeguarding Persons that if a pupils on the child protection register is absent from school, this absence must be investigated and the relevant stakeholders notified on the first day of absence.
- Direct resources for the best possible outcomes;
- Coordinate and monitor interventions;
- Evaluate interventions for their impact and effectiveness;
- Amend and revise the school's approaches.

### **The role of the class teacher**

**At Ysgol Penmaes the class teacher will:**

- Be responsible for completing the morning and afternoon registers fully and accurately;

- Record any details known to them about reasons for absence on all relevant systems;
- Liaise with Designated Safeguarding Person if they have any concerns relating to a planned or unplanned absence of a pupil in their class
- Where appropriate, 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. These may also be actioned for the Pupil Intervention Team or a member of the Senior Leadership Team
- The class teacher will add the attendance figure to school report documents, including a breakdown of authorised and unauthorised absences.

### **Administration Team**

#### **THE RELEVANT ADMINISTRATION STAFF AT YSGOL PENMAES WILL:**

- Follow up on any unmarked registers;
- Escalate concerns about registers to the attendance lead;
- Undertake first day calling every day for a pupil whose family has not made contact; collate, share and log any supporting evidence;
- Provide the Designated Safeguarding Person with a daily update on any first-day absences of pupils so that the DSP can take relevant action if a pupil on the child protection register is absent;
- Flag any first-day absences of pupils who are children looked after with the designated teacher for children looked after;
- Chase any outstanding forms, absence notes, holiday request forms etc.;
- Compile data for analysis by the attendance lead, class teachers and Senior Leaders as required;

### **Designated Safeguarding Person**

#### **THE DESIGNATED SAFEGUARDING PERSON WILL:**

- Ensure that social workers for pupils on the child protection register are informed of any absences on the first day of absence.
- In the absence of the Designated Safeguarding Person, ensure that the Deputy Safeguarding Person(s) are aware of any absentees who are on the child protection register - Deputy DSP to inform the social worker

## **Designated Teacher for Children Looked After**

### **THE DESIGNATED TEACHER FOR CHILDREN LOOKED AFTER WILL:**

- Ensure that the social workers for pupils who are looked after are informed of any absences on the first day of absence.
- Ensure that the home authority's virtual school / looked after children education coordinator are kept informed of the attendance of children looked after in the school.

## **Headteacher**

### **THE HEADTEACHER WILL:**

- Make the final decision on coding, including authorisation or not of holidays.
- Notify parents around authorisation or not of absences including holidays - see section 4.7 re: notification of authorisation of holidays

## **2. 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 headteacher, or a member of staff acting on their behalf, can authorise absence.

Registration coding is in line with the Welsh Government guidance on school attendance codes<sup>6</sup>.

### **2.1 Punctuality**

Morning registration will take place at the start of school at **9:00 - 9:30**. The registers will remain open for a maximum of 30 minutes from this start time, in accordance with Welsh Government guidance.

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

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<sup>6</sup> Guidance on school attendance codes, Welsh Government, 2016  
<https://www.gov.wales/school-attendance-codes-guidance#:~:text=School%20attendance%20codes:%20guidance.%20The%20codes%20that%20schools%20must%20use>, accessed on 26.09.2024

Afternoon registration will be at **1:15** 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.

The school will follow-up on lateness with the pupil and / or their parent / carer via Class Dojo, email or phone call (depending on parent's preferred style of communication).

If a pupil is persistently late, the school will contact parents/carers for an initial supportive discussion, and reach out for support from other relevant stakeholders as necessary.

## **2.2 Dual Registration**

Where a pupil attends another school, the Pupil Referral Unit or receives medical tuition, they will be dual registered with both the school and the other provider. The main school will be whichever the child attends for more than 50% of their time. The other will be the subsidiary.

Both schools or provisions must maintain an accurate register. The school will liaise with the other education provider on a daily basis in order to identify pupils who are absent and mark the register accordingly.

If the pupil attends, the education provider where they attend will mark them as present (/ or \ code) and the school will mark the register with a D code (which counts as present). If they are absent, the education provider and the school will both mark the register with the appropriate absence code.

If a pupil attends a college course or alternative provision for one day a week, or has extended work experience, this is not a dual registration. The school will liaise with the college, provider or work experience placement on a weekly basis in order to identify pupils who are absent and mark the register accordingly. If the pupil attends the course or provision, the register will be marked with a B code, or a W code for work experience. If they do not attend, the appropriate absence code will be used.

## **2.3 First day absence**

Parents and carers are reminded that they should contact the school by 9:30 if their child is not able to attend school on that day. Parents and carers must state the **full** reason for the child's non-attendance (not just "feeling unwell") and indicate the likely date they will return to school. Parents and carers 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 try to find out the specific reason for non-attendance as soon as possible on the first day of absence. **(See first day absence protocol in the parent/carer responsibilities section.)**

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).

If no appropriate reason is given for the absence, the absence will be recorded as unauthorised (O code).

## **2.4 Absence – supporting evidence**

Supporting evidence or communication received from parents / carers explaining the reason for the absence will be recorded and / or kept on file. For example, holiday forms are copied and a copy is kept on file. Records of all phone calls are logged, and teachers record all parent contacts via the CPOMS platform. Other relevant documents may also be held on file as necessary.

Parents and carers should be made aware that only the headteacher (or an appropriately delegated member of the SLT) can authorise an absence. Further information (such as a letter from a GP or consultant) may be required to support reasons given for absence.

## **2.5 Persistent and severe absence**

The school will work proactively to identify emerging persistent absences. Where a pattern begins to develop, the school will;

- inform parents/carers of concerns in a timely manner
- support parents/carers with appropriate strategies and targets
- assist parents in procuring the appropriate support for their child from relevant partners and agencies
- celebrate any progress and improvement made
- update relevant stakeholders with attendance information at formal meetings where required to do so so that a Multidisciplinary approach can be employed

### **Welsh Government definitions**

***The Welsh Government defines persistent absence as below 90%.***

***The local authority defines severe persistent absence as below 50%.***

*The use of the terms persistent and severe absence helps to clearly define the difference between those pupils who are occasionally absent and those learners who are seen in school far less frequently. This supports schools to target interventions and responses effectively as well as understand where safeguarding risks may be heightened.*

At Ysgol Penmaes we are very fortunate that parents/carers work closely with us so that when their child is well and able then they attend school. However, we recognise that there are a number of pupils with highly complex health care needs which often results in them having prolonged stays in hospital; this obviously significantly impacts their attendance and upon our whole school figures/targets. It is important to note that Penmaes understands that prolonged absences for pupils with very complex medical needs occur and looks at these on an individual basis.

## **2.6 Medical and illness absences**

Where a pupil requires a routine medical appointment (such as a dentist appointment), these should be made outside of the school day where possible. If this is not possible, a copy of the appointment letter should be provided to the school ahead of the appointment date. The parent / carer should try to ensure that the learner attends school some of the day, where possible.

If a pupil is repeatedly absent due to illness, the school may 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.

In addition, some pupils may require additional provision and support where their known medical needs have a long-term and persistent impact on their attendance<sup>7</sup>. Examples could include, but are not limited to:

- Recuperation following a hospital stay or operation;
- A longer period of illness (such as glandular fever);
- Conditions for which regular appointments or treatments are unavoidable (such as kidney dialysis, chemotherapy, radiotherapy).

The school will provide appropriate support on a case-by-case basis. This may include seeking additional advice, guidance, support or provision from the local authority.

## **2.7 Holidays**

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<sup>7</sup> Supporting learners with health care needs, Welsh Government, 2018, <https://www.gov.wales/supporting-learners-healthcare-needs-0#:~:text=Guidance%20for%20local%20authorities%20and%20schools%20on%20how%20to%20help>, accessed on 26.09.24

## **Leave of Absence/holidays during Term Time**

Leave of absence during term time will be discouraged. However governors recognise that for many of our pupils taking holiday out of term time, including taking holidays when respite support is available places far less stress upon pupils and their family. Holiday and leave of absence requests will be looked at on an individual basis. Once two authorised holidays or leave of absences (up to 10 days per academic year) have been authorised it is highly likely that any further requests are declined and unauthorised. If a pupil is taken out of school for a holiday without authorisation of the Headteacher then this will be marked as an unauthorised absence. Parents and carers are reminded that they do not have the automatic right to withdraw their child/ren from school for an annual holiday. The headteacher has the discretion to authorise absences for up to 10 days in a school year. Part of the decision-making process will include a review of the pupil's absences to date. If a pupil is away for longer than agreed, the period outside the agreed dates will be an unauthorised absence. There is no right to appeal: the decision of the headteacher is final.

Parents/carers must apply where possible 28 days in advance for permission for their child to have leave of absence. The Headteacher may agree to an extended leave of absence in exceptional circumstances and in agreement with the governing body.

Examples of exceptional circumstances may include:

- pupil health care needs
- pupil respite care arrangements
- Family returning to country of origin
- Parent returning from active tour of duty

When making judgements about extended absence for pupils from minority ethnic families, Ysgol Penmaes will ensure that a full account has been taken, not only of the Statutory Regulations and Welsh Government guidance, but also of the situation of the minority ethnic families in general and the particular circumstances relating to each individual case. It is important that we demonstrate an understanding of parents'

perspective, even though we may not be able to comply with a request for the absence.

Should a family wish to submit a request for their child to be absent from school for the purposes of a holiday, they should

- make a request for a holiday form as far in advance as possible
- complete the form giving an appropriate level of detail

The Holiday request will be considered by the Headteacher. The family will be notified of the outcome of the request in the following manner

- copy of holiday form will be kept in school and logged
- copy to be returned to the parent by the school office

Parents and carers are advised that a fixed penalty notice may be issued by the local authority when permission for a holiday or 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.

### **3. Attendance initiatives and multi-agency working**

Ysgol Penmaes will raise the awareness of school attendance, promote good attendance and tackle unauthorised absence.

The school will use a rewards system, as appropriate, to reward pupils who have excellent or improving attendance. There will be a termly presentation of certificates to those who have met attendance expectations or those who have shown a significant improvement. The class teacher may also award "Dojo points" for good attendance, these can be swapped for appropriate items in the "Dojo shop" using a token economy system

The school will work with other agencies, including the local authority, on general school attendance matters. Additionally, the school will seek advice and guidance from, and make referrals to, appropriate agencies to support individual pupils.

The school will work closely with all its feeder schools to support transition. We will work closely with all our feeder schools and pre-schools and new Penmaes families, to ensure an appropriate and successful transition to Penmaes is planned and implemented. This would typically involve extensive information sharing, tour of the school and pupil familiarisation visits. Transition plans are made on a bespoke basis and pupils starting at Penmaes in September would participate in a transition programme in the summer term before they start. Parents/Carers are also given an information pack and are invited to attend a transition meeting to discuss any questions or concerns.

Ysgol Penmaes will always seek to engage parents in our work. Due to the geographical spread of the catchment area (South Powys), these events may be held either in person, online or a hybrid. In any given academic year these events could include:

- Transition information sessions
- 14-19 and “next steps” pathway sessions
- “Meet the teacher” afternoon
- Parent afternoon/evenings
- Whole school events such as concerts, leavers’ celebrations etc.
- IDP annual reviews
- Multidisciplinary team meetings

Where possible we will also invite other relevant stakeholders to advise and support parents at these events

- Governors
- Family Liaison Officer
- Careers Wales Link staff member
- Members of Local Authority teams

### **The Education Welfare Service (EWS)**

‘The EWS is committed to the fundamental principle, that early intervention strategies and partnership working, is crucial in ensuring the protection and wellbeing of all children and young people.’<sup>8</sup>

Sometimes it will be necessary for the school to contact the EWS about an individual pupil to seek advice, guidance and support to improve their attendance. This may involve the Education Welfare Officer (EWO) contacting the family and / or making a home visit. Parents / carers, and the pupil where appropriate, may also be invited to a meeting with the school and the Education Welfare Officer.

### **Youth Service (Secondary Schools)**

The Youth Service will focus on working with young people aged 11 years and above to raise self-esteem, build confidence, support peer-to-peer working, to assist integration into education. The Youth Service will support a young person to overcome social and emotional barriers they are facing that are preventing them from fully engaging in school life and may be limiting their attendance.

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<sup>8</sup> Welsh Government, October 2023, Belonging, engaging and participating: Guidance on improving learner engagement and attendance, <https://www.gov.wales/improving-school-attendance>, accessed 26.09.24, p. 52

## **OTHER AGENCIES THAT THE SCHOOL WORKS WITH FREQUENTLY, MAY INCLUDE:**

- School-based counselling service (Area 43)
- Family Liaison Officer
- CAMHS In-reach
- Early Help
- School Nursing and Paediatricians
- Integrated Disability Service
- Educational Psychology Service (in cases of Emotionally-Based School Avoidance)
- Youth Justice Service
- CAMHS
- Adult Services for Post 16
- Music Therapy- Nordoff and Robins

### **4. Reintegration following absence**

The school will welcome back all pupils on return from an absence. This will include ensuring that the pupil is helped to catch up on missed work and brought up to date on any information that has been passed to the other pupils.

If the pupil has been absent for a considerable period of time, the school will arrange a meeting with parents/carers/other stakeholders to ensure that they are well supported with the transition back to school. In some cases, a reintegration plan will be introduced tailored to the needs of the individual.

### **5. Fixed Penalty Notices for non-attendance at school**

The school may, in line with the local authority's Code of Conduct, 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.

### **6. Retention of records**

The school will make paper copies of the register at least once a month,

Attendance regulations stipulate that attendance records should be retained for at least three years.

### **7. Attendance targets**

A system for analysing performance towards the targets has been established and the headteacher is responsible for overseeing this work. The school and Governing body will make use of the attendance data available from the local authority when reviewing its targets.

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.

### **Service / operational level agreement**

#### Powys Local Authority

#### Operational Level Agreement between School and Powys County Council Education Welfare Service.

The School Service works in partnership with our Powys schools to monitor and address a wide range of attendance issues. The following document outlines our commitment to support schools as an Education Welfare Service in addition to outlining school responsibilities within this process. There will also be links provided to key attendance documents which frames the work undertaken, to ensure that young people and children in Powys benefit from regular school attendance.

The purpose of an operational Level Agreement is to set out a clear agreement between the school and the local authority Education Welfare Service on the actions to be taken by the school and the EWS.

This agreement is valid from September 2025 until July 2026 and will be reviewed when required.

School attendance target for this year: 90%-95%

School Responsibilities
To regularly review and monitor pupil attendance.
To be able to identify promptly any emerging patterns of poor school attendance.
Take registers twice daily at the designated times for the morning and afternoon sessions
To implement a 'First day contact' procedure, to ensure prompt communication is made with home as a result of any absence (safeguarding responsibility)
To ensure that the guidance with respect to the recording of 'Attendance Codes' is adhered to and that all entries are appropriate and accurate.
In addressing patterns of poor attendance, schools are responsible for closely following the graduated and escalated response as duly outlined within the Penmaes Attendance Pathway. The key elements are noted below:

- Schools to make contact with home on the first morning of absence (when no explanation received).
- Initial attendance concerns, school to send out Letter 1.
- If no improvement, school to send out Letter 2.
- If no improvement, school to arrange AIM 1 (Attendance Improvement Meeting).
- If no improvement, school to arrange AIM 2.

\*\* EWO's will support the school with their attendance at AIM's when able to do so.

If the attendance concerns have not improved despite the school having implemented all the key steps contained within the 'Attendance Pathway' document, then a referral needs to be made to the Education Welfare Service (EWS) – [educationwelfare@powys.gov.uk](mailto:educationwelfare@powys.gov.uk).

### EWS Responsibilities

The EWS Team will undertake contact with all Powys Primary Schools, Special Schools and Pupil Referral Units (PRU's) every 4 weeks to review attendance concerns (minimum commitment).

The EWS Team will review attendance concerns within our Secondary Schools on a fortnightly basis.

EWS will focus on learners with an attendance of below 85%.

EWS will record and take all school referrals sent to our Powys 'Legal Panels' for further advice and guidance.

All cases referred will be managed by the EWS until the attendance improves.

All schools will receive a termly report (learners below 85%) from the EWS in relation to attendance matters.

All schools will receive a report/audit in relation to school attendance matters.

Take any appropriate legal action (Fixed Penalty Notice (FPN), Court Prosecution, School Attendance Order or Education Supervision Order). Actions will be guided by legal advice received.

EWS to support schools by recording, tracking and following up on all learners who meet the threshold of 'Children Missing Education' (CME).

EWS to advise and assist schools with all matters in relation to Elective Home Education (EHE). Schools provided with a Powys EHE template to complete and return to the Local Authority, before removing the pupil from the official school roll. All such cases will then be logged, followed up

EWS to process and issue learners with 'Work Permits' and 'Performance Licences' in accordance with the present guidelines.

Offer support to schools when available with respect to attendance at school AIM 1 & AIM 2.

Identify and target learners with a deteriorating pattern of school attendance.

Offer support to schools with respect to implementing whole school attendance strategies.

Offer advice and support with respect to any identified safeguarding concerns.

Attend and participate when available, termly EIP meetings.

Support schools by attending catchment area meetings to discuss & address any locally identified issues or patterns of concern.

Support schools as appropriate in terms of undertaking home visits.

Attend Multi-agency meetings (MAT) when available.
Provide advice and guidance with respect to patterns of poor punctuality.
Identify and target vulnerable groups needing support (learners on FSM, EAL, Young Carers, CLA learners etc).

**APPENDIX 1: Registration codes**

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

<b>CODE</b>	<b>DESCRIPTION</b>	<b>MEANING</b>
/	Present (AM)	Present
\	Present (PM)	Present
<b>B</b>	Educated off site (NOT Dual registration)	Approved Education Activity
<b>C</b>	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
<b>D</b>	Dual registration (i.e. pupil attending other establishment)	Approved Education Activity
<b>E</b>	Excluded (no alternative provision made)	Authorised absence
<b>F</b>	Extended family holiday (agreed)	Authorised absence
<b>G</b>	Family holiday (NOT agreed <u>or</u> days in excess of agreement)	Unauthorised absence
<b>H</b>	Family holiday (agreed)	Authorised absence
<b>I</b>	Illness (NOT medical or dental etc. appointments)	Authorised absence
<b>J</b>	Interview	Approved Education Activity
<b>L</b>	Late (before registers closed)	Present
<b>M</b>	Medical / Dental appointments	Authorised absence
<b>N</b>	No reason yet provided for absence	Unauthorised absence
<b>O</b>	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
<b>P</b>	Approved sporting activity	Approved Education Activity
<b>R</b>	Religious observance	Authorised absence
<b>S</b>	Study leave	Authorised absence
<b>T</b>	Traveller absence	Authorised absence

<b>U</b>	Late (after registers closed)	Unauthorised absence
<b>V</b>	Educational visit or trip	Approved Education Activity
<b>W</b>	Work experience	Approved Education Activity
<b>X</b>	Un-timetabled sessions for non-compulsory school-age learners	Not counted in possible attendances
<b>Y</b>	Enforced closure	Not counted in possible attendances
<b>Z</b>	Pupil not yet on roll	Not counted in possible attendances
<b>#</b>	School closed to learners	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**

- Belonging, engaging and participating
- Celebrate and participate: Education guidance to support Gypsy, Roma and Traveller children and young people
- All Wales Attendance Framework
- Powys 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 Wales Safeguarding Procedures
- Keeping learners safe