Creative
Education
Trust

Attendance Policy

Policy Owner	Director of Performance Head of Attendance & Admissions
Approved by	• N McCartney CEO • Education Standards Committee
Last reviewed on	June 2026
Next review date	September 2027

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1. Aims:

At Creative Education Trust we are committed to developing a culture of belonging, which promotes positive attendance in our schools. We believe school attendance to be everybody's responsibility and are committed to working together with our students, their families, and external agencies to ensure all students have an attendance above the national average.

This policy demonstrates how we meet our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (August 2024), through our whole-school culture and ethos that values good attendance we aim to;

Promote Regular Attendance

Encourage a culture where regular attendance is valued and seen as crucial for academic success and personal development.

Ensure that students and their families understand the importance of consistent attendance and its impact on learning outcomes.

Reduce Absenteeism

Identify and address the root causes of absenteeism, including health issues, family problems, and social or academic difficulties.

Implement interventions and support systems to assist students who are frequently absent or at risk of chronic absenteeism.

Adopt a 'support first' approach before escalation to legal intervention.

Early Intervention

Monitor attendance patterns closely to identify early signs of attendance issues.

Take proactive steps to intervene early, providing support and resources to students and families before attendance issues become chronic.

Ensure intervention begins as soon as absence patterns emerge (from 5%).

Improve Communication

Foster open and effective communication between the school, families, and students regarding attendance expectations and issues.

Use various channels (e.g., meetings, newsletters, digital platforms) to keep families informed about their child's attendance and any concerns.

Ensure communication is accessible, timely, and supportive, particularly for vulnerable families.

Ensure consistent messaging across all stakeholders, removing ambiguity about expectations.

Support Student Well-being

Ensure that the school environment is welcoming, inclusive, and supportive, addressing any barriers to attendance related to student well-being.

Provide access to counselling, health services, and other support mechanisms to help students attend school regularly.

Recognise attendance concerns as potential indicators of safeguarding risk.

Set Clear Expectations and Consequences

Clearly outline attendance requirements, procedures for reporting absences, and the consequences of unexcused absences.

Ensure that all stakeholders (students, families, staff) are aware of these expectations and the importance of adhering to them.

Involve the Community

Engage with community resources and organisations to support attendance initiatives and address external factors affecting attendance.

Collaborate with local agencies, health providers, and social services to create a network of support for students and families.

Work in formal partnership with Local Authorities in line with statutory guidance.

Use Data Effectively

Utilise data to monitor attendance trends, identify at-risk students, and measure the effectiveness of attendance initiatives.

Regularly review and analyse attendance data to inform policy decisions and improve strategies.

Ensure data informs safeguarding, intervention, and escalation decisions

Celebrate and Reward Good Attendance

Recognise and reward students who achieve good attendance records through certificates, awards, or other incentives.

Highlight the achievements of students with improved attendance to encourage a positive attitude towards school attendance.

Adhere to national and local attendance regulations and guidelines

Ensure that the policy complies with any changes in legislation or educational standards.

Implementing these aims in the school attendance policy for 2025/26 can help foster a positive and supportive school environment that prioritises regular attendance and addresses absenteeism effectively.

Ensure compliance with all statutory duties including attendance, safeguarding, and equality legislation.

2. Legislation:

This policy is based on Department for Education statutory guidance:

- Working Together to Improve School Attendance 2024
- Working Together to Safeguard Children 2026
- Education (Student Registration) (England) Regulations 2006 and subsequent amendments

The policy reflects the expectation that schools, trusts, families, and local authorities work together through clearly defined roles and escalation pathways.

Roles and responsibilities:

Key Contacts

Contact Details of School Staff at The Bulwell Academy

Name of Staff Member	Roles and Responsibilities	Contact Details
Ben Driver	Director of Performance	Ben.Driver@creativeeducationtrust.org.uk
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To ensure school attendance is everybody's responsibility, the below outlines key roles for all stakeholders.

1. **School Principal**

- Policy Review and Development: review and update the attendance policy as needed, in consultation with staff, parents, and students.
- Resource Allocation: allocate necessary resources and support to facilitate attendance initiatives and interventions. Ensure attendance is prioritised within safeguarding and school improvement planning.

2. Senior Leader Attendance Champion

- Leadership and Oversight: provide overall leadership and oversight of the attendance policy, ensuring it is effectively implemented across the school.
- Monitoring and Reporting: monitor attendance data and progress, and report to the school governing body, Creative Education Board and relevant stakeholders.
- Ensure alignment with Creative Education Trust and local authority expectations.

3. Attendance Improvement colleagues

- Data Management: maintain accurate attendance records and databases, ensuring all attendance data is up-to-date and securely stored.
- Monitoring and Analysis: analyse attendance data to identify trends, patterns, and students at risk of absenteeism.
- Intervention Implementation: develop and implement intervention strategies for students with poor attendance, coordinating with relevant staff and external agencies.
- Communication: liaise with families, guardians, and external agencies to address attendance issues and support attendance improvement plans.
- Attendance contracts: implement attendance contracts with students and their families, identifying support and interventions to remove barriers to attendance.
- Lead escalation pathways including notices to improve and legal intervention.

- **4. Classroom Teachers**

- Attendance Monitoring: take daily attendance and report any unexplained absences to the attendance officer or designated staff member.
- Early Identification: identify and report any signs of absenteeism or disengagement, providing early warnings to the attendance officer.
- Engagement Strategies: use strategies to engage students in learning and make the classroom environment welcoming and supportive.
- Ensure all students have access to the full curriculum: Identify any gaps in student learning and implement support to ensure students who are returning from absence have these gaps addressed.
- Report safeguarding concerns immediately where attendance is a factor.

5. Head of Year

- Support and Guidance: provide support and guidance to students and staff within their year group regarding attendance policies and practices.
- Monitoring Students: track the attendance of students within their year group, identifying those at risk of poor attendance and implementing targeted interventions.
- Parental Communication: communicate with families regarding attendance issues, organising meetings and discussions as necessary.
- Attendance contracts: implement attendance contracts with students and their families, identifying support and interventions to remove barriers to attendance.
- Lead multi-agency discussions where required.

6. Student Support Services; including safeguarding teams

- Counselling and Support: provide counselling and support services for students facing personal, social, or academic challenges affecting their attendance.
- Referral to External Agencies: refer students and families to external support services, such as social services, health services, or community organizations, when needed.
- Development of Support Plans: develop and implement individualised support plans for students with persistent attendance issues.
- Ensure safeguarding thresholds are applied.

7. School Admin Staff

- Attendance Records Management: assist in maintaining attendance records and managing attendance-related administrative tasks.
- Communication: send out attendance-related communications to parents, such as absence notifications, reminders, and attendance reports.
- Support for Reporting: support the attendance officer and other staff in generating attendance reports and data analysis.

8. Special Educational Needs Coordinator (SENCO)

- Support for SEN Students: ensure that attendance strategies are inclusive and tailored to meet the needs of students with special educational needs.
- Collaboration: work with teachers, the attendance team and support staff to implement personalised attendance plans for SEN students.
- Reviews: to make attendance a focus in EHC and SEN review meetings and include attendance in targets and actions.
- Data: analyse attendance data of SEND students to track and monitor when intervention is needed.
- Section 19: to work with local authorities and SEND teams to action SEND students who are eligible for section 19 intervention.
- Ensure reasonable adjustments are in place under the Equality Act.

9. Families

- Daily attendance: to ensure students attend school daily and on time.
- Support and Engagement: support their child's education by promoting good attendance and working with the school to resolve any issues affecting attendance.
- Communication: engage in regular communication with the school, responding promptly to attendance concerns and attending meetings when requested.
- Engage with support offered by school and external agencies.

10. School Board

- Policy Oversight: oversee the implementation of the attendance policy, ensuring it aligns with school goals and legal requirements.
- Review and Feedback: review attendance data and policy effectiveness, providing feedback and recommendations for improvements.
- Support: to ensure there is a designated trust lead for attendance.
- Hold leaders to account for statutory compliance.

11. External Partners and Community Agencies

- Collaboration: work collaboratively with the school to support attendance initiatives, providing resources, expertise, and services to address attendance barriers.
- Support Services: offer additional support services, such as counselling, health care, or social services, to students and families as needed.

4.Support and Interventions:

The Bulwell Academy adopts a 'support first', **graduated response to school attendance** is a structured, step-by-step approach used by schools and local authorities to address student absenteeism. The idea is to intervene early with supportive measures and gradually escalate the response if attendance does not improve. The focus is on understanding the reasons behind poor attendance and working collaboratively with the students and their family to improve it. (See appendix 2 for The Bulwell Academy graduated response.

Step 1: Universal Interventions

Objective: Promote good attendance for all students through school-wide initiatives and preventive measures.

Strategies:

1. **Clear Attendance Policies:** Establish and communicate clear attendance expectations and policies to students, parents, and staff.
2. **School Climate:** Foster a positive and inclusive school environment where students feel safe, valued, and engaged.
3. **Family Engagement:** Regularly communicate with families about the importance of attendance, using newsletters, meetings, and digital platforms.
4. **Recognition Programs:** Implement recognition and reward programs for students with excellent or improved attendance, such as certificates, awards, or special privileges.
5. **Curriculum and Instruction:** Ensure that the curriculum is engaging and relevant to encourage students to attend regularly. Ensure gaps in learning are addressed.
6. **Professional Development:** Train staff on the importance of attendance and effective strategies for promoting it.

Step 2: Targeted Interventions

Objective: Provide additional support to students who are at risk of chronic absenteeism or have moderate attendance issues.

Strategies:

1. **Early Identification:** Use attendance data to identify students who have missed between 5-10% of school days and may be at risk of chronic absenteeism.
2. **Mentoring Programs:** Assign mentors or attendance buddies to at-risk students to provide guidance, support, and encouragement.
3. **Attendance Plans:** Tier 2 must trigger formal review cycles and documented personalised attendance improvement plans that address specific barriers to attendance, such as transportation issues or health problems.
4. **Family Meetings:** Hold meetings with families of at-risk students to discuss attendance concerns and collaboratively develop strategies to improve attendance.
5. **Check-In/Check-Out:** Implement a system where at-risk students check in with a designated staff member at the beginning and end of each school day to discuss attendance and any challenges they may be facing.
6. **Flexible alternatives:** Offer flexible alternatives or alternative educational programs for students who may struggle with the traditional school timetable. Where a student has an education health and care (EHC) plan and their attendance falls. Or the school becomes aware of barriers to attendance that relate to the student's needs the school will inform the local authority.

Step 3: Intensive Interventions

Objective: Provide intensive, individualised support for students with chronic absenteeism or severe attendance issues.

Strategies:

1. **Case Management:** assign a case manager to work closely with chronically absent students and their families to address complex barriers to attendance.
2. **Wraparound Services:** tier 3 must involve local authority and external agencies where appropriate and coordination with community agencies to provide comprehensive support services, such as counselling, mental health services, healthcare, and social services.
3. **Home Visits:** conduct home visits to understand the root causes of absenteeism and build stronger connections with families.
4. **Behavioural Interventions:** implement intensive behavioural interventions and support plans for students with underlying behavioural issues contributing to absenteeism.
5. **Alternative Education Programs:** provide access to alternative education programs or settings that may better meet the needs of students struggling in a traditional school environment.
6. **Legal Interventions:** as a last resort, collaborate with local authorities to enforce attendance laws and consider legal action when necessary to ensure compliance.
7. By implementing a graduated response for school attendance our school/ academy can create a structured and proactive approach to improving attendance, addressing barriers, and ensuring that all students have the opportunity to succeed academically.

See appendix 3 for our academy specific interventions.

3. Recording attendance:

Recording school attendance accurately is essential for monitoring student engagement, identifying attendance issues, and complying with legal requirements. School attendance records will be retained for six years.

Attendance Register

The attendance register is the primary tool for recording daily student attendance and must include:

- Student Information: name, student ID, year, and class teacher.
- Attendance Status: categories for present, absent, lateness, and authorised absences.
- Date and Time: a record of the date for each entry, and if necessary, the time of attendance or lateness.
- Amendments: all amendments must be clearly recorded with reason for change and initialled by staff amending the code.
- All unexplained absences must be followed up on the first day.
- Attendance must be recorded accurately using correct DfE codes at all times.

Formal Attendance Recording

Teachers should take attendance at the beginning and in the middle of the school day:

- The morning registers open at 08.35 and close 30 minutes later at 09.05.
- The afternoon register opens at 12.10 and closes 30 minutes later at 12.40.
- Students arriving after this time will be coded as a U code – unauthorised absence.

Electronic Attendance Systems

In our school we use Arbor, an electronic attendance system which streamlines the recording process and improve accuracy. These systems typically offer features such as:

- Automated Record-Keeping: Automatically logs attendance data, reducing the risk of errors.
- Real-Time Updates: Provides real-time attendance data accessible to teachers, administrators, and parents.
- Integration with School Management Systems: Syncs with other school databases for comprehensive student records.

Recording Absences

When a student is absent, the reason for the absence will be documented. Common categories include:

- Authorised Absences: Absences with a valid reason, such as illness, medical appointments, family emergencies, or religious observances.
- Unauthorised Absences: Absences without a valid reason or prior notification from parents.
- Schools must ensure consistency and accuracy across all staff.
- Suspensions: Record any days the student is absent due to disciplinary actions.

Lateness and Early Departures

The school will record instances of students arriving late or leaving early, noting the time and reason. Lateness, after registration is closed or early departures will be addressed as part of attendance monitoring.

Communication with Families

- Notification of Absences: parents will be informed of their child's absence via automated calls, emails, or text messages.
- Absence Verification: parents will be required to provide written or verbal explanations for absences, which should be recorded in the attendance register.

Attendance Reports

Generate regular attendance reports for various stakeholders:

- Daily Reports: will provide teachers and administrators with daily attendance summaries.
- Weekly/Monthly Reports: will track attendance trends and identify students with attendance issues.
- Annual Reports: will summarise yearly attendance data for compliance with legal requirements and school performance reviews.

Confidentiality and Data Security

The school will ensure that attendance records are kept confidential and secure. Access to attendance data should be limited to authorised personnel. Attendance registers will be kept for six years.

Legal Compliance

The school will adhere to local authority and DFE regulations regarding attendance recording and reporting. This includes maintaining accurate records for the required number of years and providing attendance data to educational authorities as legally requested.

4. Training and Support

Provide training for teachers and administrative staff on:

- Attendance Policies and Procedures: The school will ensure everyone understands the importance of accurate attendance recording and the school's specific procedures.
- Using Electronic Systems: The school will train staff on how to use electronic attendance systems effectively.
- Intervention Protocols: The academy/school will equip staff with the knowledge to identify and address attendance issues.

5. Procedures for Recording Attendance

1. **Formal Morning Attendance Register:**
    - Teachers take and submit attendance within the first 5 minutes of tutor time from 8.35; marking students as present, absent, or late in the electronic system.
2. **Class Period Attendance (for secondary schools):**
    - Teachers take and submit attendance within the first 5 minutes of the Period; marking students as present, absent or late in the electronic system.
    - Alert any discrepancies from the previous form or Period through the internal truancy procedure.
3. **Formal Afternoon Attendance Register:**
    - Teachers take and submit attendance within the first 5 minutes of the Period designated for afternoon attendance above; marking students as present, absent, or late in the electronic system.
4. **Absence Recording:**
    - The attendance/pastoral team follow up with parents if an absence is unexpected or unauthorised, by sending an absence Arbor in app message/absence text as well as first day absence calls.
    - The attendance team mark students in the electronic system according to the reason for absence.
5. **Lateness and Early Departure:**
    - Students arriving at school late must sign in at the Late Room in the Community Hub, if arriving before 08.55. If after 08.55 they sign in at reception. They receive the appropriate mark, a sanction if appropriate and a note so their teacher knows they have signed in. Parents are notified by Arbor in app message/text that the student was late to school.
    - Requests for a student to leave early must be signed by a parent or guardian, and the departure is marked on the attendance system appropriately.

6. Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 08.00, or as soon as practically possible, by calling the school and selecting to speak to the attendance team, who can be contacted via 0115 964 7640 and/or attendance@bulwellacademy.org.uk.

The academy will mark absence due to physical or mental illness as authorised unless there is a concern about the authenticity or frequency of the illness.

Where the absence is longer than 2 days or there are concerns about the authenticity or frequency of the illness, the academy/school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the academy remains concerned about the authenticity or frequency of the illness, the absence will be recorded as unauthorised, and parents will be notified of this in advance.

7. Section 19 and children unable to attend school for health reasons.

Section 19 of the Education Act has always required Local Authorities to make provision for children who are unable to attend school due to illness, permanent exclusion or other reason. However, the Department for Education (DfE), has issued revised guidance for schools, settings and Local Authorities about how to support children unable to attend school for health reasons From 2024/25, schools will be able to refer children to the Local Authority if they have been absent from school for 15 days – not consecutively – due to ill health. Absence linked to mental health must be treated with equal importance as physical health.

8. Planned absence

Parents/carers are encouraged to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

Where an appointment cannot be made outside of school hours the parent should notify the school in advance of the appointment. This will allow the academy/school to either authorise the absence, or request further information from the parent.

Leave of absence should be requested by calling 0115 964 7640 and/or emailing attendance@bulwellacademy.org.uk.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Section 11 explains which term-time absences the school can authorise. Schools must consider context, safeguarding, and cumulative absence when making decisions.

9. Lateness and punctuality

A student who arrives late:

- Before the formal register has closed, will be marked as late, using the L code
- After the formal register has closed, will be marked as absent, using the U code

See Section 4, Formal Attendance Recording, for details of formal register times.

U codes for lateness are classified as unauthorised absence and can result in fixed penalty notices in the same way as other unauthorized absence.

Persistent lateness must be treated as a trigger for intervention.

Following up unexplained absence; including home visits.

Where any student we expect to attend school does not attend, or stops attending, without reason, the academy/school will:

- Call the student's parent or family memeber on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the students' emergency contacts, the school may repeat attempts, contact all emergency contact numbers and do a first day home visit.
- 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 3 working days after the session.
- Call the parent or nominated family member, on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer.
- If a child has been off for 2 days without contact, a home visit will be carried out on the third day. If the child is classed as a vulnerable child a first day home visit must be carried out.
- If a child is a severely absent child who has long term absence. E.g. off for long-term illness, the attendance team will complete a safe and well check every 10 days. If the child is not seen, the school will attempt daily visits and escalate appropriately through safeguarding channels. Safeguarding escalation must be considered where contact cannot be made.

10. Approval for term-time absence

The Principal will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Principal will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad.
- Attending an interview.
- A temporary, time-limited part-time timetable.
- Exceptional circumstances.

A leave of absence is granted at the Principal's discretion, including the length of time the student is authorised to be absent for.

Leave of absence will not be granted for a student to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances (determined by the Principal of the school). A leave of absence will not be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least four weeks before the absence. This request should be submitted as a formal letter to the Principal Matt Irons, sent to attendance@bulwellacademy.org.uk. The Headteacher/Principal may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail).
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision.
- If the student is currently suspended or excluded from school (and no alternative provision has been made).

Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.

- Attending another school at which the student is also registered (dual registration).
- Attending provision arranged by the local authority.
- Attending work experience.
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

11. Legal sanctions

The DFE framework for fixed penalty notices come into statutory legislation on August 19 2024.

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis and only when evidence of support has been implemented or absence is due to authorised leave/ holiday.

12. Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks).
- Whether a penalty notice is the best available tool to improve attendance for that student.
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day).

Each parent who is liable for the student's offence(s) can be issued with a penalty notice.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

13. Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.

They will include:

- Details of the student's attendance record and of the offences.
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996.
- Details of the support provided so far.
- Opportunities for further support, or to access previously provided support that was not engaged with.
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.
- A clear timeframe of between 3 and 6 weeks for the improvement period.

Monitoring attendance

The school will:

- Formally monitor attendance and absence data weekly, half-termly, termly, and yearly across the school and at an individual student level.
- Identify whether there are groups of children whose absences may be a cause for concern. Particular focus must be given to vulnerable groups and students with safeguarding indicators.
- Report individual children's attendance to parents' half termly.

Analysing attendance

The academy/school will:

- Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these students and their families.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

Using data to improve attendance

The academy will:

- Provide regular attendance reports to key staff and school leaders, to facilitate discussions with students and families.
- Present attendance data to both the Academy Improvement Board and the Academy Council on a regular basis to allow additional scrutiny.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.

Student-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The Creative Education Trust Board is responsible for monitoring attendance figures for the whole school on at least a termly basis. It does this through routine reporting to the Academy Improvement Board and Academy Council. These boards hold the Principal to account for the implementation of this policy in the same way. At these meetings the academy will compare attendance data to the national average for all students, year groups and student groups. Trends from the previous meetings will also be presented.

Academies where attendance is causing concern will have regular meetings with a Senior Trust Leader and if appropriate will have an external review of attendance practices.

14. Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to our strategy for improving attendance.

The school/academy will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education.
- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions

- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence.
- Implement sanctions, where necessary (see section ‘Legal Sanctions’).

15. Alternative Provision

All professionals have a statutory responsibility to safeguard and promote the welfare of children. The tracking and reporting of attendance at alternative provision is an essential component in achieving this.

Children at alternative provision are additionally vulnerable and will be closely monitored. The attendance ambition for children at alternative provision will be the same as they are for any other child.

The senior leader with responsibility for alternative provision is Amy Fuller Vice Principal - Inclusion

Children at alternative provision will be D coded (dual registered at another school if the alternative provision is a registered provision. Children attending an unregistered provision will be B coded) and the academy is ultimately responsible for ensuring their safety and well-being, including home visits when necessary, i.e., in the case of non-attendance.

The arrangements for monitoring of attendance, contacting of parents and carrying out safe and well checks will form part of a written individual plan, agreed with the child, parents and alternative provider before the child begins their placement.

The alternative provider and the academy must communicate twice per day (AM and PM sessions) regarding attendance to ensure regular and effective information is provided to academy leaders.

Attendance at off-site alternative provision will be monitored daily and we will ensure that swift action is taken when a child does not attend their alternative provision place in line with the policy.

The academy will make regular visits to the alternative provision to meet the child, their link tutor and to check on their well–being, attendance and academic progress.

The senior leader with responsibility for alternative provision will ensure arrangements are in place to formally monitor and report on attendance at alternative provision to SLT on a weekly basis, liaising with the DSL, SENCo, Mental Health Lead, LAC coordinator or other key colleagues as necessary.

Children whose attendance falls below the academy's target will receive support and intervention in line with this policy. The academy will work jointly with the alternative provision to put in place a comprehensive, regularly reviewed, written plan to support better attendance.

The school retains full safeguarding responsibility at all times.

NB:

For the purpose of this policy, Parent/s refers to the person/s who have parental responsibility for the child.

For the purpose of this policy, academy refers to the school or establishment the child attends for their education.

For the purpose of this policy 'Teachers' refers to designated staff within the school.

Appendix 1: DFE attendance codes
The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
****	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Student is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Student is undertaking employment (paid or unpaid) during school hours, approved by the school

M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

Y1	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence

U	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	Student has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2
Bulwell Academy | Graduated Attendance Response
From September 2026

Tier	Area	Benchmark	Interventions
1	Expect	95%+ of present and authorised absences.	**Universal support – ordinary available provision.** All staff: - Ensure registers are recorded accurately and within a timely manner. - Tutor monitoring of pupil attendance, including a tutor time attendance seating plan, and Notice, Welcome, Listen, Act - Reinforcing positive attendance messages with pupils. - Celebrating success and recognising achievement with pupils. - Create a sense of belonging by positively welcoming all pupils into school, tutor, classes and removing any barriers which may hinder a positive start. - Maintain accurate attendance recording systems. - Communication with parents and with pupils about the importance of attendance and celebrating this. Directors of Achievement/Assistant Directors of Achievement - Ensuring a supportive environment for all pupils to thrive. - Celebrating and recognising good attendance in assemblies and communication with families. - School shall share positively framed messages in assemblies and parent communication - Attend regular attendance meetings with attendance team link to discuss the year groups attendance. - Daily early communication with attendance team link to support student attendance. SEND Team: - Daily meet and greets. - Ensure all staff have access to SEND information to allow for adaptive planning and responsive teaching. - SENDCo – monitor the attendance of all SEND pupils weekly. SLT Year Link: - Welcoming students at line up daily.

			- Promoting opportunities in school such as free breakfast for all, Bulwell Boost, Student Leadership, pledge, trips and visits – sense of belonging. - Provide support for the Director of Achievement where needed. Attendance Team: - Follow attendance policy and processes, focusing on developing relationships with parents/carers. - Consider One Page Attendance Improvement Plan if a day has been missed. Senior Attendance Champion: - QA of process above. - Ensure the attendance policy is being executed correctly, including coding. - Ensure their attendance policies are accessible. - Professional development for all staff on the importance of school attendance and roles and responsibilities of all. - Ensure the school offers a rich, broad curriculum which is accessible by all pupils. - Ensure the school is offering a broad range of extra curricula opportunities (Bulwell Boost) for all pupils. - Ensure school attendance is everybody's responsibility and that this is visible in the culture around school.
2	Monitor	Present and authorised absence reaches less than 93%.	**Early help – identification of patterns** All staff: - As above in Tier 1 for all roles. - Celebrate bespoke rewards for individual students following 1:1 meetings with DoAs/SLT. - Student voice – be curious about pupil absence – Notice, Welcome, Listen, Act. - Support with any outcomes of student voice, including meeting actions that will all be shared. - Tutors should regularly review attendance data for their group and share this with their group. Include 1:1 conversations linked to the risk of persistent absenteeism and any support needed. - Tutors use allocated time to contact parents to discuss attendance and risk of persistent absenteeism and any support required. - Teachers report attendance concerns from their classes to the attendance team, DOF's and where reasonably practical, make calls home regarding lost learning.

			Directors of Achievement/Assistant Directors of Achievement/Safeguarding - Hold 1:1 meetings with students identified as being at risk of PA, identify reasons, solve the issues and plan rewards. Contact home if needed. - Daily awareness of attendance of the above pupils and weekly celebration of attendance improvements. - Daily early communication with attendance team link to identify absent students and plan for pm arrival. - Safeguarding team ensures access to student drop ins for Change Grow Live, the School Nurse and mental health. SEND Team: - Key workers start to include a focus on attendance with SEND students within their year group. - Review SEND referrals made internally by staff and follow up with student observations, to ensure appropriate support. SLT Year Link: - Support Directors of Achievement/Assistant Directors of Achievement to hold 1:1 meetings as above. - Ensure actions from meetings that are completed particularly those that need higher level agreement e.g. changes in sets/bands. - Engage with these students at line up and on duty to praise attendance. Attendance Team: - Send support first SMS to parent to open the pathway of communication. - Pupil placed on monitoring / case file opened. - Action one page Attendance Improvement Plan and monitor. - Term time leave process is operated if required.
3	Listen and understand	Attendance and authorised absence reaches 90%.	**Signposting support – how can we help?** All staff:

			- As above in Tier 1 & 2 for all roles. - Continue celebrating bespoke rewards for individual students following 1:1 meetings with DoAs/SLT. - Nudge conversations – punctuality, absence patterns, U codes. - Student voice – be more curious about pupil absence – Notice, Welcome, Listen Act. - Support with any outcomes of student voice, including meeting actions that will all be shared. Share if these are successful with the attendance team. - Tutors should regularly review attendance data for their group and share this with their group. Include 1:1 conversations linked to persistent absenteeism and any support needed. - Tutors use allocated time to contact parents to discuss attendance linked to persistent absenteeism and any support required. - Teachers report ongoing attendance concerns from their classes to the attendance team, DOF's and were reasonably practical, make calls home regarding lost learning. DOF's to offer support to teachers. Directors of Achievement / Assistant Directors of Achievement/Safeguarding - Continue 1:1 attendance meetings with students, discuss why previous actions have not worked and set up new actions and rewards. Contact home to discuss. - Students initially raised at Pastoral RAG for intervention. - Students mentioned at tutor meeting. - Referrals for additional mental health support – school counsellor/ELSA. - Students put forward for DfE attendance mentoring. - Persistent absenteeism shared with Family Help Workers/Adolescence Workers and Social Workers (if in place) for additional support. SEND Team: - Key workers hold weekly check ins with students and set attendance targets and bespoke rewards. - Key workers call home if they notice a student they work with is absent. Opening up communication with home. Home visit if needed supported by attendance team. - SEND drop in set up to discuss further support. - Preparation for a Section 19 referral.

			SLT Year Link: - Support Director of Achievement with ongoing 1:1 meetings (as above) as numbers may also increase. - Discuss any wider support with your Director of Achievement (think outside the box), as well as encouraging any activities that could improve a student's sense of belonging e.g. Bulwell Boost or leadership opportunities. - Support parents/carers with engaging in sign up for Bulwell Boost via Arbor. Confirm they can access Arbor and Kickboard. Attendance Team: - Send letter 1 to parents/carers to identify further support. - Monitoring file updated. - One Page Attendance Action Plan continues
4	Facilitate Support	Attendance and authorised absence is below 85%.	**Getting beneath the surface** All staff: - As above in Tier 1, 2 & 3 for all roles. - Celebrate all improvements in attendance, however small. - Welcome and more importantly support students when they return from being absent. - Student voice – be even more curious about pupil absence – Notice, Welcome, Listen, Act. - Support with any outcomes of student voice, including meeting actions that will all be shared. Do you have any further ideas to share? Let the attendance team know. - Tutors should regularly review attendance data for their group and share this with their group. Include 1:1 conversations linked to support required to improve attendance. - Tutors use allocated time to contact parents to discuss attendance and any support required. - Teachers report ongoing attendance concerns from their classes to the attendance team, DOF's and were reasonably practical, make calls home regarding lost learning. DOF's to offer support to teachers and liaise with strategy leads for Y10 and Y11. Directors of Achievement/Assistant Directors of Achievement/Safeguarding Team:

			- Consider EBSA Provision – North Star, to support reintegration. - Engage a students trusted adult to support. - Offer the opportunity to be added to the school pick up list. - External referrals for mental health support – MHST. - School may consider Family Help assessment if consent is given by parent. - Set up a TAF (team around the family meeting). - Students and their families offered regular 1:1 meetings/mentoring programme to help support them improve their attendance. - Supported by in-house or external services to address barriers to learning. - Praised for making positive changes. - Relevant signposting and referrals to agencies. e.g. School Nurse, CGL. - Student regularly discussed at Pastoral RAG meeting. - Ensure actions from Pastoral RAG have been completed. - Highlight lost learning support. SEND Team: - SENDCO involvement. - Ensure actions from Pastoral RAG have been completed. - SEND Register – EBSA. - Section 19 referrals. - Signpost to services as required. - Make referrals as required to EP's, NPST or support parent with right to choose. - Home visits as required. - Local authority SEND team engaged. SLT Year Link: - Visit North Star and The Bridge while on SLT walkabout to engage with students supported by these provisions. Praise students for attending and improved attendance, offer any additional support. - Ensure all actions from Pastoral RAG have been completed and offer further ideas. Attendance Team:

			- Sent letter 2 to parents/carers. - Monitor attendance to identify if an AIP requires completion.
5	Formalise Support	Attendance and authorised absence is below 80%.	**Formally supporting a child's right to a full-time education.** All staff: - As above in Tier 1, 2, 3 & 4 for all roles. - Make sure that the students are greeted extremely warmly when they return from absence. - Offer support to students so they do not feel overwhelmed by their absence and lost learning. - Student voice – Share any concerns that come to light via Notice, Welcome, Listen, Act. Add to CPOMs if appropriate. - Tutors use allocated time to contact parents to discuss attendance and any support required to support students to return to school after absence. - Teachers report ongoing attendance concerns from their classes to the attendance team, DOF's. DOF's to offer support to teachers and liaise with strategy leads for Y10 and Y11. A joint approach to lost learning to be considered. Directors of Achievement/Assistant Directors of Achievement/Safeguarding Team: - Consider CAMHs, EBSA Provision to support reintegration. - School may consider Family Help assessment if consent is now given by parents. - School may consider a full MASH referral if consent is gained or not. - Students and their families offered regular 1:1 meetings/mentoring programme to help support them improve their attendance. - Supported by in-house or external services to address barriers to learning. - Praised for making positive changes. - Relevant signposting and referrals to agencies as more evidence is gathered and situations change e.g. School Nurse, CGL. SEND Team:

			- SENDCO involvement. - SEND Register – EBSA. - Section -19 referrals. - Signpost to services as required. - Make referrals as required to EP's, ASD teams etc. - Home visits as required. SLT Year Link: - Have oversight of the students at this stage. Is everything in place? Is there any further support that can be offered? Attendance Team: - Complete AIP with parent – open legal proceedings. - Name raised with LA at the Targeted Support Meeting.
6	Enforce	Once an AIP has failed i.e. targets not met over one or more periods.	**Enforcing statutory duties via the local authority.** Attendance Team: - Review AIP and identify whether targets have been met. - Provide continued tracking or information to support an AIP closure and further monitoring. - Complete LA referral – including ensuring case file uploaded.

Appendix 3 - Strategies for Promoting attendance:

Promoting good attendance is essential for student success and overall school improvement. Here are several strategies that schools can implement to encourage regular attendance:

1. Create a Positive School Climate

- Welcoming Environment: ensure the school is a safe, welcoming, and inclusive place where students feel valued and supported.
- Positive Relationships: foster strong relationships between students and staff to create a sense of belonging and engagement.

2. Clear Communication of Expectations

- Attendance Policies: clearly communicate the school's attendance policies and expectations to students, parents, and staff.
- Importance of Attendance: regularly emphasize the importance of good attendance for academic success and personal growth through assemblies, newsletters, and parent meetings.

3. Recognition and Incentives

- Awards and Certificates: recognize students with perfect or improved attendance with certificates, awards, and public recognition.
- Incentive Programs: implement incentive programs such as special events, privileges, or rewards for good attendance.

4. Family and Community Engagement

- Family Education: educate families about the importance of regular attendance and how they can support their children.
- Regular Communication: maintain open and regular communication with parents about their child's attendance, including notifications of absences and updates on attendance records.
- Community Partnerships: collaborate with community organizations to provide resources and support to families, such as transportation assistance or health services.

5. Early Identification and Intervention

- Monitoring Systems: implement systems to monitor attendance daily and identify students who are at risk of chronic absenteeism.
- Early Intervention: address attendance issues early by contacting parents and providing support to students who show signs of attendance problems.

6. Student Support Services

- Counselling and Mentorship: provide counselling and mentorship programs to support students facing personal, social, or academic challenges affecting their attendance.

- Health Services: offer access to school health services to address health-related barriers to attendance.

7. Engaging Curriculum and Instruction

- Relevant Curriculum: develop a curriculum that is engaging and relevant to students' interests and future goals to increase their motivation to attend school.
- Active Learning: use active and interactive teaching methods to make learning more engaging and enjoyable.

8. Addressing Barriers to Attendance

- Transportation Solutions: provide transportation solutions for students facing challenges getting to school, such as bus services or carpool arrangements.
- Flexible Scheduling: offer flexible scheduling or alternative education programs for students who struggle with traditional school hours or settings.

9. Professional Development for Staff

- Training on Attendance Strategies: provide training for staff on effective strategies to promote good attendance and address absenteeism.
- Building Relationships: train staff on how to build positive relationships with students and engage them in learning.

10. Use of Technology

- Attendance Tracking Apps: utilize attendance tracking apps and systems that allow for real-time monitoring and easy communication with parents.
- Digital Reminders: send digital reminders to parents and students about the importance of attendance and upcoming school events.

11. Celebrating Attendance Milestones

- Monthly Recognition: celebrate monthly attendance milestones with school-wide announcements, bulletin boards, or assemblies.
- Peer Recognition: encourage peer recognition by allowing students to nominate classmates who have shown significant improvement in attendance.

12. Support for Special Populations

- Individualized Plans: develop individualized attendance plans for students with special needs, chronic health issues, or other challenges.
- Cultural Sensitivity: be culturally sensitive and aware of the specific needs and challenges faced by students from diverse backgrounds.

Example of a Comprehensive Attendance Improvement Program:

1. Kick-Off Assembly: start the school year with an assembly to emphasize the importance of attendance, introduce the recognition program, and motivate students.
2. Monthly Attendance Challenge: introduce a monthly attendance challenge where the class with the highest attendance rate receives a special reward.
3. Attendance Tracking System: implement an electronic attendance tracking system that sends automated notifications to parents for each absence or tardy.

4. Parent Workshops: organise workshops for parents to discuss strategies for supporting their children's attendance and address any concerns.
5. Mentorship Program: pair students with attendance issues with staff or peer mentors who can provide guidance and support.
6. Community Resource Fair: host a resource fair with community partners to provide families with information and resources on transportation, health care, and other support services.