



HALL GREEN SCHOOL

ATTENDANCE & PUNCTUALITY POLICY

Adopted:	July 2026
Next Review:	July 2029
Governing Committee:	School Board
Responsibility:	Deputy Headteacher - Attendance

1. Introduction

The School Board members and staff at Hall Green School are united in their belief that regular school attendance is the key to enabling children to maximise the educational opportunities available to them. Helping them to become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community. Hall Green School values all children. As set out in this policy we will work with families to identify the barriers to achieving and maintaining excellent attendance and offer the right support at the right time to try to resolve any difficulties.

This policy is fully aligned with the Department for Education's "Working Together to Improve School Attendance" statutory guidance (latest version). Attendance is a whole-school, whole-community responsibility. Hall Green School adopts a "support first" approach, ensuring early identification of need, timely intervention, and strong multi-agency working to secure good attendance for all pupils.

The Attendance Leader, the Attendance Officer and the pastoral team will monitor attendance and use attendance data to identify any patterns of concern, whilst also celebrating success. Attendance concerns will be raised with parents/carers if reasons are not known by the school, such as a long period of illness. This information may be shared with the Local Authority following concerns. Where we have concerns, or lack of engagement from families to improve attendance, we will follow the school's escalated approach to improving attendance. The school's escalated approach is child-centred and prioritises support and developing strong working relationships with families. We will use the early help process to provide support prior to escalation and consider how we can work with families to enable each child to access their right to education.

Our aim is always to work in partnership with parents/carers. Any referral for consideration of a penalty notice is deemed to be a last resort at Hall Green. Attendance figures for each pupil will be reported to parents/carers as part of the annual report. We will also share a pupil's attendance profile if we have concerns regarding their attendance. Throughout the school year the Attendance Team will report on the overall attendance figures for different pupil groups. This will be closely monitored for support and reported to the School Board..

To support good attendance, and safeguarding, at Hall Green we:

- Ensure the school is welcoming and every pupil feels a sense of belonging and connectedness.
- Ensure the school site is open at the stated times.
- Ensure the regular, efficient, and accurate recording of attendance is completed by every class teacher each day. This further supports our approach to safeguarding within the school.
- Take safeguarding seriously. We will always contact parents/carers on the first day that a child is absent from school if the parents/carers have not already informed the school of the reason for absence. This includes any after school activities or revision sessions. If a pupil arrives late after the close of registration, they must sign in at reception using the Invenry system and then make their way straight to class.

- Consider any requests for leave in term time individually. This will be aligned to the statutory guidance in the DFE document “Working together to improve school attendance”.
- Notify the Local Authority within 5 days if a new child is joining the school roll.
- Inform the Local Authority of children whose parents/carers have notified the school in writing and have opted for Elective Home Education.
- Work closely with the School Attendance Support Team.
- Notify the Local Authority of Children Missing in Education

2. A whole school approach to supporting attendance at Hall Green

Securing good attendance at Hall Green cannot be achieved in isolation, and effective practices for improvement will involve working closely with other Leaders within the school. The Attendance Leader will work alongside the Curriculum Leader, Behaviour and Safeguarding Leader, SENDCo and Pupil Premium Leader to facilitate a whole school approach.

2a. The Strategic Approach

Hall Green School adopts the 5 Foundations of Effective Attendance Practice framework. This is modelled on the work of Professor Katherine Weare. The emphasis is on developing a school culture and climate which builds a sense of connectedness and belonging to ensure all children can attend school and thrive. The approach ensures we prioritise building solid working relationships with children, and parents/carers, prior to escalation. The staged approach we follow ensures we identify triggers early that can lead to poor attendance issues such as mental health issues, lack of trust, communication and relationship breakdowns and the possible lack of networking opportunities both internal (in-school) and external (external agencies).

2b. Aims of the 5 Foundations strategy

- Increase school Attendance and reduce Persistent Absence to meet set targets.
- Ensure Attendance is well managed within the school, with the appropriate level of resources allocated.
- Enable the school to make informed use of attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in Working Together to Improve School Attendance

2c. Objectives

- Create an ethos within the school in which good attendance is recognised as the norm and every child aims for excellent attendance.
- Make attendance and punctuality a priority.
- Set focused targets to improve individual attendance and whole school attendance levels.
- Embed the 5 Foundations of Effective Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality.

- Record and monitor attendance and absenteeism and apply appropriate strategies to minimise absenteeism.
- Develop a systematic approach to gathering and analysing relevant attendance data.
- Provide support, advice and guidance to parents/carers, children, and develop mutual cooperation between home and the school in encouraging good attendance and in addressing identified attendance issues.
- Demonstrate, using rewards, that the school recognises good attendance and punctuality are achievements in themselves.



Hall Green School adopts a graduated response model:

Stage 1: Universal (95–100%) - High expectations, rewards, strong attendance culture

Stage 2: At Risk (90–95%) - Early contact, attendance mentoring, parental engagement

Stage 3: Persistent Absence (<90%) - Formal meetings, attendance plans, early help assessment, targeted interventions

Stage 4: Severe Absence (<50%) - Intensive multi-agency support, personalised timetable (short-term only), safeguarding consideration, possible statutory intervention

Strategies include:

- Daily monitoring of attendance data
- Same-day response to absence
- Individual attendance plans
- Multi-agency collaboration (Early Help, health services, LA)
- Removal of barriers (SEMH, SEND, transport, family factors)

The school will initiate Early Help Assessments where attendance concerns indicate underlying need. Multi-agency partners may include:

- Local Authority Attendance Team
- Children's Services
- Health professionals
- Mental health services

For pupils with severe absence, attendance will be treated as a safeguarding priority. The school will treat unexplained absence, persistent absence and severe absence as potential indicators of harm and act accordingly.

3. The 5 Foundations of Effective Attendance Practice

The main aim of the framework is to ensure the school promotes a culture of good attendance and celebrates success. Ultimately, the framework will ensure that there is a culture of feeling safe and school being a place where children want to be.

Positive health and emotional well-being are key factors in improving social development, school attendance and educational achievement. The 5 Foundations of Effective Attendance Practice model promotes, and supports, a whole school approach to mental health and emotional well-being; ensuring SEMH support remains a key driver in improving attendance for all children.

Each Foundation is supported by 5 Key Performance Indicators, these are used to ensure the school can embed the Foundations framework and understand the strategic direction regarding attendance improvement. Each year the school will use the 5 Foundations self-assessment tool to understand what works well and identify what we need to do even better. We then follow the 5 Foundations school improvement process to implement the attendance plan and ultimately improve the lives of children and families we work with.



Foundation 1 Whole School Thinking Culture & Climate

The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. The escalated approach to supporting attendance is built on foundations of belonging and connectedness.



Foundation 2 Supportive Policies, Systems and Processes

The approach to improving attendance is built on clear policies, systems and processes. This ensures that continuous and sustainable improvement drives attendance practice. The attendance policy is understood by all stakeholders and allows the school to set, and maintain, high expectations to improve the culture of attendance.



Foundation 3
Professional Learning
Staff Development

The school prioritises developing a team of attendance experts, with a shared vision and core purpose. The Attendance Leader delivers bespoke training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified children and families.



Foundation 4
Implement Targeted
Programmes And Intervention

Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. The attendance process ensures the Attendance Leader understands the reason for attendance concerns. These barriers can then be successfully supported and removed.



Foundation 5
Connect Appropriately With
Approaches To
Behaviour Management

Connecting and belonging drives the school approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns. The school has developed, and embedded, an effective rewards system to further drive attendance improvements and celebrate success.

The table below identifies how the 5 Foundations of Effective Attendance Practice will underpin the DfE guidance - Working Together to Improve School Attendance:

DfE Summary of Expectations	Foundation 1 Whole School Thinking Culture & Climate	Foundation 2 Supportive Policies, Systems and Processes	Foundation 3 Professional Learning Staff Development	Foundation 4 Implement Targeted Programmes and Interventions	Foundation 5 Connect Appropriately with Approaches to Behaviour Management
Develop a whole-school culture that promotes the benefits of high attendance.	✓	✓	✓	✓	✓
Have a school attendance policy		✓			
Have day-to-day processes to follow up absence	✓	✓	✓		
Monitor and analyse data to identify those that need support		✓	✓	✓	
Engage with families, understand barriers to attendance and work together to remove them	✓			✓	✓
Provide additional support for pupils with medical conditions or SEND			✓	✓	✓
Share information and work collaboratively with others	✓	✓	✓	✓	
A new focus on persistent and severe absence		✓	✓	✓	✓
Find out what the DfE expects from other stakeholders		✓	✓	✓	

4. Hall Green School will always work in partnership with our parents/carers

Hall Green School recognises that poor attendance is often an indication of difficulties in a child's life and their lived experience. This may be related to problems at home or in school. Parents/carers should inform the school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example: bereavement, divorce/separation, incidents of domestic abuse. This will help the school to identify any additional early help that may be required. Safeguarding is a priority, concerns for any child at any time will be reported to our team of Designated Safeguarding Leads. We will always follow the latest version of Keeping Children Safe in Education and our Safeguarding and Child Protection Policy.

Some children are more likely to require additional support to attain good attendance; for example, children who are vulnerable, have a medical need or EHCP plan will be monitored and supported in school. At Hall Green we will proactively identify and follow up on a child's non-attendance and gather information about the child. This will result in taking early action to prevent non-attendance developing and monitoring the impact of targeted support.

In the event of a concern, we will initially:

Check records, including any from other schools which the child has attended previously.

- Discuss with staff how the child is coping with the curriculum

- Speak to the Special Educational Needs Coordinator to establish whether the child is on the Special Educational needs register or whether concerns have been logged
- Take into account the voice of the child and understand any difficulties, e.g. relational conflict or bullying.
- Refer a pupil to our in-school referral panel, which consists of the DSL, SENDCO, AHT Behaviour, Welfare Manager and Head of Year, who will analyse high focus attendance cases to determine which other external agencies need to be involved and whether the status/identification of the pupil needs to change.

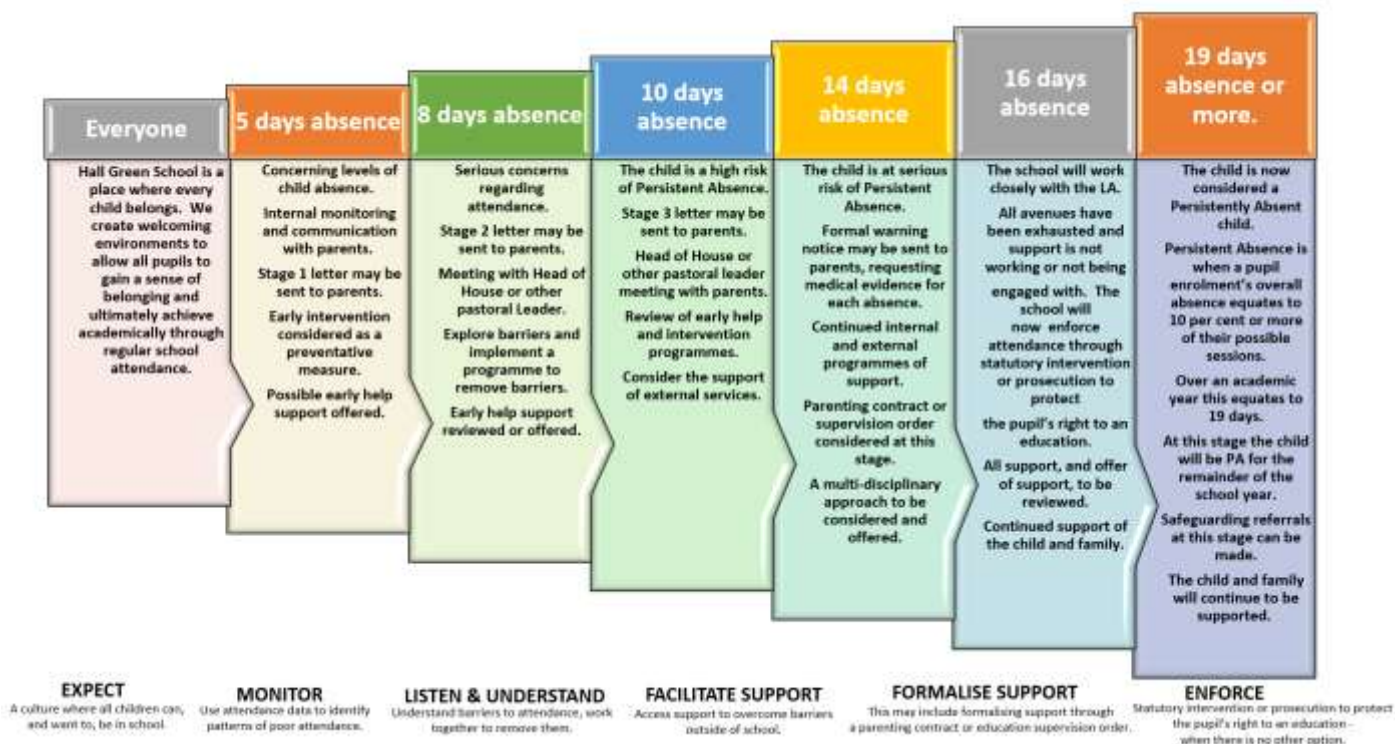
Children whose attendance falls below 90% are deemed to be Persistently Absent from school. A child whose attendance falls under 50% will be classified as a Severely Absent child. Ultimately this will indicate that all intervention, and support, offered by Hall Green School has not made the expected impact to improve overall attendance. Where attendance remains a concern and all other interventions and support have not made a significant impact, we will escalate with external partners.

Attendance Support Map

The school's Attendance Support Map reflects the DfE's "Assess, Plan, Do, Review" cycle, ensuring:

- Assess – identify barriers to attendance
- Plan – agree targeted support with parents/carers
- Do – implement interventions
- Review – evaluate impact and escalate if required

We will always support children during each stage of our Attendance Support Map. If there is lack of engagement, or concerns regarding the reason for absence, we will follow the Attendance Map to ensure we prioritise a child's learning and right to education.



5. First Day Contact

At Hall Green School we expect our parents/carers to make contact at the earliest opportunity on the first day of any absence in order to explain the absence. If possible, please text the school on 0121-285-2797. If this is not an option, parents/carers should email attendance@hallgreen.bham.sch.uk or telephone 0121 325 6904. If we do not hear from parents/carers, we will always contact them first via text message and then by telephone. Where we have on-going concerns regarding a pupil's attendance, or if we cannot make contact by telephone, we will visit the home address and write to the parents/carers. We may then invite parents/carers to meet with a member of staff to discuss any on-going concerns regarding attendance. It is important that you talk to us first; parents/carers are legally responsible under Education Act 1996 for ensuring that their child is in school every day and on time. If we cannot make contact with parents/carers, we will continue to make home visits, regarding any concerns we may have around attendance at Hall Green School.

6. Parents/carers are responsible for securing full-time education

Parents/carers are responsible for ensuring their children receive a full-time education. Each situation will be dealt with on an individual basis, fairly and equitably, always remembering the welfare and safety of the child is the paramount concern.

- Absence can only be authorised by the school; parents/carers do not have this authority. All absences will be treated as unauthorised unless satisfactory evidence for the child's absence has been received. In the first instance, contact from the parent/carer will be accepted as evidence. However, if a child's attendance continues to cause concern,

parents/carers may be asked to provide medical evidence where absences occur repeatedly due to reported illness. This will usually be in the form of an appointment card, prescriptions etc. In such cases, absence may be coded as unauthorised without evidence.

- Parents/carers should wherever possible make all medical and dental appointments outside of the school day. Where this is not possible, children should attend school for part of the day and, if possible, return to school after the appointment. Appointment cards should always be provided as evidence of medical/dental appointments.
- Unless parents/carers have provided a satisfactory explanation and it has been accepted by the school, absence will not be authorised.

Examples of unsatisfactory explanations for absence include:

- A child's/family member's birthday.
- Shopping for uniform.
- Having their hair cut.
- Closure of a sibling's school for INSET or other purposes.
- "Couldn't get up".
- Illness where the child is considered well enough to attend school without medical authority and in the absence of a communicable disease.
- Leave during term time taken without authorisation of the school.

7. Supporting Specific Groups of Pupils

The school will work with parents/carers and external agencies to support the attendance of specific groups of pupils as follows:

Pupil group	Support
SEND needs	• Adjusted support plans • Collaboration with SENDCo • Flexible reintegration where appropriate
Pupils with medical needs	• Individual healthcare plans • Alternative provision where needed
Pupils with mental health needs	• Graduated SEMH support • Access to pastoral/mental health teams
Disadvantaged pupils	• Targeted mentoring • Removing financial/practical barriers
Children open to social care / safeguarding concerns	• Priority monitoring • Multi-agency plans • Attendance linked to safeguarding risk
Young carers	• Flexible support arrangements
Pupils at risk of CME	• Strengthen link to attendance triggers

8. Punctuality

Pupils are expected to have arrived in school before the first bell rings at 8.40 am. They are expected to be in their classroom, ready to learn by the time that the second bell rings at 8.45 am. Pupils arriving after the second bell at 8.45 am will be recorded as late. The register will close at the 9.15 am. Pupils arriving after the close of registration at 9.15 am will be recorded as U ("late after registration closed"), which counts as half a day of unauthorised absence. Pupils are expected to remain in school until the end of the school day at 3.25 on Mondays pm, 3.15 pm on Tuesdays, Wednesdays and Thursdays and 2.45 on Fridays.

The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment.

The absence will be recorded as unauthorised if a child has arrived late without justifiable cause, for example if they woke up late.

9. Transition following long term absence or illness

Absence can have a significant negative impact on children's learning.

During any long-term absence, Hall Green School will:

- Maintain contact with the child.
- Carefully plan the transition back to school, ensuring your child feels welcome and gains a sense of belonging.
- Ensure the child once again feels safe in school and if they experience any concerns, they will have an appointed member of staff with whom they can raise issues.
- The Class Teachers will support a child when returning to class and help them with any work they may have missed.

10. Leave during Term Time

According to the 2024 DFE document "Working together to improve school attendance", head teachers may only grant leave in 'exceptional circumstances'. Hall Green School observes Birmingham City Councils 'Leave in Term Time Guidance for schools and Academies' 2024.

Parents/carers wishing to apply for leave during term time must send a written request for the attention of the Headteacher before making any arrangements, using the Leave in Term Time form available from reception. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised. Each leave during term time request will be considered on an individual basis and will only be granted in exceptional circumstances.

If a child fails to return and contact with the parent/carer has not been made or received, the school may take the child off the school's roll in compliance with the Education (Pupil registration, England) Regulations 2006. This means that the child may lose their school place.

If the permission to take leave is not granted and the child is still absent from school, the absence will be **unauthorised**. In such cases the school will normally refer the unauthorised absence to Birmingham City Council for a fine to be issued.

Only in **exceptional circumstances** will absence be agreed. In such cases, consideration will be given to the cultural needs and the family circumstances, such as minority ethnic children returning to their country of origin. In these cases, granting leave for longer periods than normal may be considered justified. In all cases though, parents/carers will be required to justify why the leave needs to be taken during term time.

11. Absence for religious celebration

Pupils are entitled to request one day of absence for religious observance on two occasions per year. This would be a day that is “exclusively set apart for religious observance by the parents/carers religious body”. This is only granted if the day of religious observance falls during term time. On such days, parents/carers must notify the school that their child is absent for religious observance. Without such notification, the absence cannot be authorised.

12. Study leave

Study leave is not granted by default once teaching of the exam syllabus is complete. It is used sparingly and is only granted to Year 11 pupils during public exams.

13. Part-time timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents/carers. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

Some pupils may arrive in school a short time after others do, or leave a short time before others do. This can be related to mental health (e.g. anxiety in crowds) or the need to use school transport due to a physical disability. In such cases, this is not classed as a part-time timetable.

14. Using attendance data

Children's attendance will be monitored and shared with other agencies and the DfE.

Regular attendance meetings will be held between the Attendance Leader and the Attendance Officer, the heads of Year and the SENDCO. Meetings will focus on agreed actions for those children of concern. The purpose of each meeting will be to understand the progress the school is making when supporting identified individuals or groups of children.

Attendance data will be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment. The school's attendance tracking system enables us to track the attendance of pupils in various categories where the risk of persistent absence has been shown to be higher. These include disadvantaged pupils and SEND pupils. Where groups are identified as being at higher risk, they will be prioritised for intervention from pastoral staff or by being assigned a mentor.

It is the responsibility of the School Board to challenge and support the school regarding overall attendance. Regular reports will be presented to this body. The governors will therefore examine closely the information provided for them and seek to ensure that our attendance figures are as high as can be.

Attendance data is reviewed:

- Daily by attendance team
- Weekly at pastoral level
- Half-termly by senior leaders and governors

The school uses data to:

- Identify trends by cohort
- Trigger early intervention
- Evaluate impact of strategies

15. Persistent Absence

At Hall Green we aim to communicate the importance of attendance with parents/carers and children. We have a particular focus on reducing Persistent Absenteeism at the school. The Persistent Absence threshold for children is currently 10% and Ofsted will use this threshold in its inspection of schools.

The threshold means that any child will be classed as Persistently Absent when they have missed 19 days or 38 half-day sessions. This is equivalent to just 1 day of absence per fortnight across a full school year.

We will use a 19-day tracking system to make you aware of the number of days your child has missed in education. This will allow us to work together to reduce the number of days and attempt to prevent your child from reaching this number.

Once a child has reached 38 sessions, or 19 days absence, they will be classified as Persistently Absent from school and we may report this to the Local Authority and follow external legal proceedings if the parents/carers have not engaged proactively in trying to minimise their child's absence.

16. Statutory Duty

Section 7 of the Education Act 1996 states that the parent/carer of every child of compulsory school age must ensure that their child receives full-time education suitable to their age, aptitude and ability and any special educational needs they may have, either by regular attendance at school or otherwise.

Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents/carers secure education for children of compulsory school age and where necessary, use legal enforcement. Hall Green School recognises Birmingham City Council's 'FastTrack on Attendance' and will implement prosecution where it is fair and equitable to do so.

In accordance with the regulations regarding pupils' attendance at school, Hall Green School keeps an attendance register on which at the beginning of each morning and afternoon session children are marked present or absent.

The morning register is taken at 8.45 am every day. The morning register stays open until 9.15.

The afternoon register is taken at 12:45 on Mondays, at 12.30 pm on Tuesdays, Wednesdays and Thursdays and at 12:05 on Fridays .

The marks are electronically processed and stored on the school's central administrative system SIMS. This information is shared with the Department for Education.

17. Legal Sanctions

There are several sanctions that school can take to address the issue of non-attendance. To try to identify the reason for absence we will always talk to you first. Hall Green will always ensure the escalated process map is followed, focusing on the support a child needs at each stage.

The school follows the national framework for penalty notices, which ensures:

- Consistency in the use of legal intervention
- A clear escalation route following support and engagement
- Penalty notices issued only where support has not been successful

A penalty notice may be considered when:

- Unauthorised term-time leave
- Ongoing unauthorised absence following formal warning

The school will always:

- Evidence support offered
- Consider individual circumstances
- Work with the Local Authority before issuing notices

However, for lack of engagement in attendance support there are sanctions that will be followed.

Penalty Notices (Anti-Social Behaviour Act 2003)

Penalty Notices will be considered when:

- A child is absent from school for 10 consecutive sessions (five days) for the purpose of a Leave of Absence in term time and the absence has not been authorised by the school.
- A child has accumulated at least ten sessions of unauthorised absence and further absence has occurred following written warning to improve.

Penalty Notices will be used in accordance with Birmingham City Council Code of Conduct that can be found here:

https://www.birmingham.gov.uk/info/20014/schools_and_learning/1502/school_attendance_advice_for_parents/4

Prosecution

Where intervention through the school's process fails to bring about an improvement in attendance, the local authority will be notified and legal proceedings in the Magistrates Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under section 444/4441 (a) of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents/carers realise their own responsibilities in ensuring their child's attendance at school.

Section 4441(a) of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These are:

- Parenting contracts
- Education supervision orders
- Attendance prosecution
- Parenting orders
- Fixed penalty notices.

Please refer to section 6 of the DFE Working together to improve school attendance 2024 for more information.

18. Children at risk of Missing in Education (CME)

Children Missing Education (CME) are a vulnerable group of children. All agencies who work with children have a duty to support the Local Authority in ensuring all children are safe and looked after appropriately.

CME includes those children who are **missing** (family whereabouts unknown), and are children who are not registered on a school roll/alternative provision. This might be a child who is not at their last known address **and either**

- has not taken up an allocated school place as expected, or
- has 5 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown.

It is our responsibility as a school to work with the LA Education and Inclusion team, by making referrals. The school's response to pupils who are absent from education (i.e. persistent absentees) helps to reduce the risk of them becoming children missing education in the future.

19. Celebrating Success

At Hall Green we feel it is important to reward children who have achieved good or improved attendance. Every week, form tutors will award three praises to each pupil who managed 100% attendance the previous week, with no late marks to lessons. Each half term all children who have achieved 100% attendance, or who have made significant improvement in their attendance, will be rewarded with 25 praises. At the end of the school year, certificates will be awarded to those who have achieved 100% attendance at school all year (except for absence for religious days of observation.) Letters and praise postcards are sent to those who make significant improvements in their attendance.

Attendance is promoted by:

- Communication to parents reminding them of the expectations regarding attendance and informing them of recent data to show the link between attendance and performance at school. Parents are strongly encouraged to download the Class Charts app so that they can monitor their child's attendance and punctuality on a daily basis.
- Communication to pupils through assemblies and form periods, reminding them of the expectations regarding attendance, informing them of recent data to show the link between attendance and performance at school and issuing them with a printout of their attendance at least once per half term.

Hall Green School will always challenge falling attendance and reward improvements. We are committed to the future of all children that attend Hall Green School, and by working in partnership with the school community we believe that together we can achieve more!

We can only achieve this by working in partnership with you. If you have any concerns or anything that prevents your child from attending Hall Green School, please contact your child's Head of Year.

20.Roles and Responsibilities

The Local Authority will:

- i. Provide support and challenge
- ii. Enforce attendance where necessary

Members of the School Board will:

- i. Monitor attendance data
- ii. Hold leaders accountable
- iii. Ensure policy compliance with statutory guidance

Hall Green expectations – Parents/Carers:

- i. Parents/carers are legally responsible for ensuring their children attend school regularly and may risk prosecution if they fail in this responsibility.
- ii. Parents/carers should ensure that their children arrive at school on time, with the correct equipment and in full school uniform.
- iii. Parents/carers should support the school by avoiding, if possible, non-emergency medical/dental appointments for their child during the school day.
- iv. Where there is an emergency, parents/carers have the right to collect their child from school, but they have the responsibility to provide evidence for the reason for that absence after the event. Otherwise, the absence will be unauthorised.
- v. Parents/carers should be aware that they do not have the automatic right to take their child out of the school for a holiday during term time.
- vi. It is the parents/carers' responsibility to inform the school of the reason for a child's absence on the first day of absence and in line with the school's procedures for informing of absence.
- vii. All unexplained attendances will be monitored and parents/carers will be kept informed about any attendance concerns relating to their own child. Parents/carers are expected to attend meetings when requested and support the school in responding to ongoing attendance concerns.
- viii. Parents/carers should make their own Class Charts account and monitor their child's attendance and punctuality to school and to lessons.

Hall Green expectations – Pupils:

- i. All pupils should aim to have an excellent attendance and punctuality record for which there will be appropriate rewards.

- ii. All pupils are expected to be on the school site on time and ready to learn. Pupils are expected to be punctual to all lessons and registration.
- iii. Pupils who arrive at school late must report to reception and register using Inventory and then proceed immediately to their lesson.
- iv. Pupils who need to leave school for a medical or other appointment should produce a note from their parents/carers, which must then be signed by their head of Year, or, failing that, a member of the senior leadership team. In the absence of a note, the school may phone the parent/carer using the number that we hold on the school database. Pupils should then sign out using Inventory.
- v. Pupils must not leave their lesson or the school site without permission, which is classed as truancy. This will be viewed by the school as a concern regarding both safeguarding and health and safety.

Hall Green expectations - Form Tutors/Class Teacher:

The Form Tutor and Class Teacher are the key staff members in promoting regular punctual attendance. The Form Tutor or Class Teacher will:

- i. Provide a good example by always being punctual to lessons and meeting pupils at the door – providing a welcoming environment;
- ii. Keep an accurate, timely and up-to-date register of attendance;
- iii. Inform the front office if a pupil does not arrive in class who has been present earlier in the day;
- iv. Follow the Attendance Policy procedures when dealing with absences and punctuality;
- v. Promote good attendance, challenge poor attendance and refer on attendance concerns to heads of Year.
- vi. Maintain swift action and effective communication with heads of Year or the attendance officer on all attendance matters concerning the tutor or class group;
- vii. Ensure that pupils are aware of the importance of having excellent attendance and assist them in monitoring their own attendance rates;
- viii. Ensure children receive rewards in relation to attendance and punctuality success – aligned to the Attendance Policy;
- ix. Build a welcoming atmosphere in the classroom and provide support as necessary when pupils return after an absence.

Hall Green expectations - Pastoral team:

The Pastoral team take responsibility for monitoring the attendance of children and regularly promote the importance of attendance and punctuality. They will:

- i. Ensure that their team is aware of their responsibilities with respect to promoting attendance and punctuality and adherence to the attendance policy and procedures;
- ii. Ensure that rewards and sanctions for attendance and punctuality follow agreed procedures and align to the school Behaviour and Attendance Policy;
- iii. Monitor and track the attendance of vulnerable groups;
- iv. Monitor the attendance of individual pupils or groups of pupils, following up irregular patterns of absence that are not being effectively addressed;

- v. Liaise effectively with the Attendance Leader and work together on ensuring that appropriate action is taken in the management of absenteeism and poor punctuality;
- vi. Have attendance as a regular item during pastoral meetings;
- vii. Ensure contact is made with parents/carers of poor attendees – always placing support before sanction.

Members of the attendance team or the pastoral team will carry out home visits where necessary and where suitable contact has not been made with parents/carers, on the first day of absence for those pupils classed as vulnerable and by the fifth day of absence for others.

Hall Green expectations - Attendance Officer:

The Attendance Officer is responsible for regularly checking attendance data and ensuring data is accurate and up to date. The Attendance Officer will:

- i. Ensure that data is input daily into the attendance management system;
- ii. Ensure that parents/carers of absent children are contacted where notification of absence has not been received;
- iii. Respond to any parent/carer seeking support on attendance concerns;
- iv. Provide regular attendance and punctuality data for relevant staff and external agencies in line with the agreed procedures and timescales;
- v. Be responsible for disseminating important attendance information including informing the Attendance Leader of which children are of concern; in-line with the agreed procedures and timescales;
- vi. Be responsible for keeping a record of the interventions in place to encourage attendance and for generating all documentation including letters to parents/carers;
- vii. Be responsible for liaising closely with the Local Authority's Attendance Team to ensure appropriate levels of intervention take place; referrals are made, and attendance meetings are set up;
- viii. Be responsible for managing and maintaining attendance records and systems.
- ix. Be responsible for administering holiday fines and the Fast Track process.

Hall Green expectations – Attendance Leader:

The Senior Leader responsible for Attendance will promote good attendance and punctuality. They will:

- i. Regularly meet with their Line Manager and Governors, reporting on progress and next steps planning;
- ii. Implement the 5 Foundations of Effective Attendance Practice framework;
- iii. Ensure the Foundations action plan is monitored and actioned throughout the school year;
- iv. Provide training and support to staff;
- v. Use attendance data to make links with attendance and academic performance;
- vi. Promote the value of good attendance to pupils and parents/carers using both letters and assemblies.
- vii. Ensure that reference to attendance is included in all school documentation e.g. school newsletters, letters to parents/carers, school prospectus, information for booklets.

21. Information and contact details regarding key staff

Attendance Lead: Mr J Rodriguez (Deputy Headteacher)
Attendance Officer: Mrs H Lloyd attendance@hallgreen.bham.sch.uk
Attendance Assistant: Mrs R Kaur
Head of Year 7: Mr R Prince
Head of Year 8 and Senior Pastoral Lead: Mrs Arm
Head of Year 9: Mrs U Bano
Head of Year 10 and Senior Pastoral Lead : Miss M Melville
Head of Year 11: Miss V Webster
SENDCO: Mr T Ellis-Breakwell

All of these can be contacted at enquiry@hallgreen.bham.sch.uk or on 0121 628 8787.

To report a **routine absence**, where possible, please **text** the school on **0121 285 2797**. If this is not an option, parents/carers should email attendance@hallgreen.bham.sch.uk or telephone 0121 325 6904.

22. Relevant legislation, guidance and policies.

Relevant legislation

The Education Act 1996
The Children Act 1989
The Crime and Disorder Act 1998
The Anti-Social Behaviour Act 2003
The Education and Inspections Act 2006
The Sentencing Act 2020
The Education (Pupil Registration) (England) Regulations 2006
The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
The Education (Penalty Notices) (England) Regulations 2007.

Relevant government guidance

Working together to improve school attendance
Summary table of responsibilities for school attendance
Summary of responsibilities where a mental health issue is affecting attendance
Parental responsibility measures for attendance and behaviour
Children missing education
Keeping children safe in education
Working together to safeguard children
Elective home education
Alternative provision: statutory guidance for local authorities
Exclusion from maintained schools, academies and pupil referral units in England
Supporting pupils at school with medical conditions
Ensuring a good education for children who cannot attend school because of health needs
Promoting and supporting mental health and wellbeing in schools and colleges

Approaches to preventing and tackling bullying.

Other Policies supporting attendance

Positive Behaviour for Learning Policy

SEND Policy

Pupil Premium Strategy Statement

Safeguarding and Child Protection Policy.