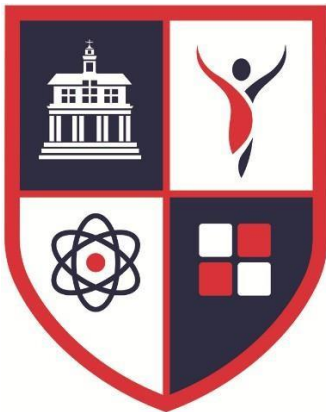




CHILDWALL
SPORTS &
SCIENCE ACADEMY

Attendance and Punctuality Policy



CHILDWALL
SPORTS &
SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

Origination	Authorised by	Policy Date	Review Date
DRI/JWI	Board	Nov 2025	Nov 2026

Childwall Sports and Science Academy

Attendance and Punctuality Policy

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****This policy follows the guidance set out within the Lydiate Learning Trust Attendance framework.***

1 Aim of this policy

- To support excellent levels of attendance for all students to enable them to fulfil their academic and social potential at Childwall Sports and Science Academy.
- To provide clear guidelines around how the school promotes and attains high levels of attendance and punctuality.
- To ensure that all stakeholders understand the school's expectations of each other and strive to attain them.
- The policy should be implemented alongside the Department for Education guidance document 'Working Together to Improve Attendance' and the school's behaviour policy which sets out the day-to-day management of behaviour, including attendance and punctuality.

2 Key principles

- The school will work in partnership with students, parents/carers, the trust, the local authority and other outside agencies to support students in achieving high levels of attendance and punctuality.
- The school will use a range of strategies to promote and reward high levels of attendance and punctuality.
- It is the responsibility of everybody in the academy to improve attendance and punctuality.
- The barriers to accessing education are varied and complex and are often specific to individual students and families. Some students find it harder than others to attend school on a regular basis. Joined-up working is paramount. The school will work proactively with students, parents/carers, and other local partners to help remove any barriers to attendance.
- High attendance is paramount to securing academic success. School staff will ensure that parents are kept updated about the link between attendance and the academic performance of their child.
- Where attendance or punctuality fall short of expected standards, steps will be taken to address this, and sanctions may be applied in accordance with the behaviour policy.
- Subject to the terms of this policy, any day-to-day attendance issues that parents/carers or students have should be discussed with your child's Form Tutor, Year Leader, Attendance Team and or the Educational Welfare Officer. Where more detailed support around attendance is required, parents/carers and students should contact the Educational Welfare Officer.

3 Definitions

'Session' is a term relating to the recording of absence data - every school day must have two sessions [morning and afternoon], divided by a break, for which attendance must be recorded.

'Authorised absence' means that the school has either given approval in advance for a student of compulsory school age to be away or has accepted an explanation offered afterwards as justification for absence

'Unauthorised absence' is where the school is not satisfied with the reasons given for an absence

'Parent' A parent means all natural parents, whether they are married or not; any person who has parental responsibility for a child or young person; and any person who has care of a child or young person i.e., lives with and looks after the child. The local authority and school will need to decide who comes within the definition of parent in respect of a particular student when using the legal measures, but generally parents include all those with day-to-day responsibility for a child.

The terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. Here are their definitions:

Persistent Absence (PA): A term used to describe a level of student absence from school that is a significant cause for concern.

Threshold: In England, a student is persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. For most children during the academic year this will amount to **19 days absence**.

Risk of Persistent Absence: Refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently below 95% but has not yet reached the 90% threshold for persistent absence. As the school communicates to parents in days, we identify **18 days to 12 days** as risk of PA.

Severe Absence (or Severe Persistent Absence): The term "Severe Absence" is used to describe the most serious cases of non-attendance.

Threshold: Focus will be given by all to students who are absent from school more than they are present (those missing 50% or more of school). These severely absent students may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners and potential flexible adjustments to support them further.

4 Legal Duty

- 'Section 7 of the Education Act 1996 place a duty on parents/carers to ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability, and aptitude, and to any special educational needs they may have'. *This means that the education must be full-time, achieve what it sets out to achieve and that the education must equip the child for life within the community and must not limit a child's options in later life*
- Parents/carers have a legal duty to ensure their child's regular attendance at the school where they are registered
- A parent/carer who fails to ensure that their child attends school regularly is guilty of an offence under section 444(1) of the Education Act 1996

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)

- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) \(No. 2\) Regulations 2024](#)
- This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

5 Roles and responsibilities

5.1 The Academy

The Academy will:

- develop and maintain a whole academy culture that promotes the benefit of high attendance.
- work with students and their families, building strong relationships, to support high levels of attendance and punctuality and understand any barriers to attendance
- investigate unexplained or unjustified absence, applying sanctions where appropriate
- take into account individual needs when implementing this policy, including having regard to the Academy's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child
- share information and work collaboratively with the local authority, other schools in the area and other partners including, where required, making appropriate referrals in accordance with local procedures, legislation and guidance
- regularly monitor, review and analyse attendance and absence data including to identify students or cohorts that require attendance support and to set targets for the future
- ensure that all students can access full-time education, putting strategies in place where this is evidence to suggest that this is not the case
- ensure that the trust board and Academy's leadership team work together to monitor attendance levels and the effectiveness of this policy
- ensure that all legislation and guidance are complied with and reflected in our policies and procedures, including the non-statutory attendance guidance issued by the Department for Education, *working together to improve school attendance (2024)*
- have in place appropriate safeguarding responses for children who are at risk of missing education, having regard to the statutory guidance Keeping Children Safe in Education.
- provide information requested by the Secretary of State, including termly absence data collected by the Department for Education
- regularly inform parents/carers about their child's attendance and absence levels
- support students who are returning to education following long term absence
- ensure that effective systems to record and report attendance data are in place, including accurate completion of admission and attendance registers using an electronic management information system
- assign overall responsibility for championing and improving attendance at the Academy to a designated senior leader
- observe and fulfil the responsibilities set out in guidance issued by the Department for Education ([Summary table of responsibilities for school attendance](#)) to the extent not covered above or elsewhere in this policy.

5.2 Parents and carers

We expect parents and carers to:

- ensure that their child arrives at the Academy on time, in the correct uniform and with the necessary equipment

- promote the importance of regular attendance at home
- provide the school with more than 1 emergency contact number for their child
- ensure that, where possible, appointments for their child are made outside of the school day and where not possible, evidence is provided
- follow the correct procedure for reporting the absence of their child from the Academy
- avoid unnecessary absences
- keep the Academy informed of any circumstances which may affect their child's attendance
- not take their child out of education for holidays during term time
- inform the Academy in advance of any proposed change of address for their child(ren), along with the name of the parent with whom the child shall live
- observe and fulfil their responsibilities set out in the guidance issued by the Department for Education: ([Summary table of responsibilities for school attendance](#))

5.3 Students

We expect students to:

- attend the Academy regularly and on time
- be punctual to all lessons
- follow the correct procedure if they arrive to the Academy late (see sections 4 and 5 below).

5.4 Attendance Officer / Senior Attendance Champion / Educational Welfare officer

The Designated Attendance Lead (Senior Attendance Champion) is: **Mr. David Rietdyk**

The Attendance Officer for the academy is: **Miss Karla Magee**

The Educational Welfare Officer is assigned to the academy through Liverpool Council.

The Attendance Officer is responsible for the strategic approach to attendance at the Academy and will:

- offer a clear vision for attendance improvement
- evaluate and monitor attendance expectations and processes
- oversee attendance and absence data analysis
- ensure that key attendance messages are communicated to parents/carers and students
- provide data and reports to school staff and report concerns to the designated senior leader responsible for attendance and the principal.
- promote good attendance and incentives for students across the academy
- liaise with parents/carers to offer support regarding attendance and punctuality
- award students with excellent attendance using the Academy's praise and rewards policy
- work with the Team Around the Child to tackle persistent absence and or lateness

5.5 Senior Attendance Champion

The designated senior leader responsible for attendance is:

Mr. David Rietdyk

The Senior Attendance Champion is responsible for the strategic approach to attendance at the Academy and will:

- lead attendance across the school
- offer a clear vision for attendance improvement
- evaluate and monitor expectations and processes of attendance and lates
- have an oversight of data analysis
- devise specific strategies to address areas of poor attendance identified through data
- arrange calls and meetings with parents to discuss attendance issues

- deliver targeted intervention and support to students and families

6 Registration

The Academy maintains an attendance register and uses this to record each student's attendance at the start of the school day and again in the afternoon.

Registration session	Start time	End time
Morning	8:20 – Line up 8.30 – Form time begins 8.50 – Session marks open	9:20
Afternoon	12.15	13.15

Students must arrive by 8:30am daily. Students who arrive after the start of a registration session but before the end of the registration session will be marked as late (code L). Students who arrive after the 30 minute window for the session will be recorded as an unauthorised absence for the entire session (Code U)

The register is marked using the national attendance and absence codes which can be found in the Department for Education's guidance on attendance - [Working together to improve school attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/working-together-to-improve-school-attendance.pdf)

Where a student attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter in accordance with the behaviour policy and engage parents/carers where necessary.

Registration will mark whether every student is

- present
- attending an approved off-site educational activity
- absent
- unable to attend due to exceptional circumstances (see appendix i for the DfE attendance codes).

7 Late arrival

If a student arrives at the Academy after the relevant registration period has ended, he/she must immediately go to the Academy office to sign in and provide a reason for the lateness via the InVentry screen. In the absence of a satisfactory explanation, the register will be marked as unauthorised absence.

Persistent lateness will be treated as a disciplinary matter and will be dealt with in line with behaviour policy. Students who arrive at the Academy following the close of registers will receive a 'U' unauthorised absence mark. If lateness persists, parents/carers will be invited to attend the Academy and offered support. If support is declined and lateness continues, a Fixed Penalty Notice may be issued (see below, Section 12).

8 Reasons for absence and how to report or request authorisation

School must legally record the reason for all individual student absence. Therefore, it is important for parents to directly inform school of the reason for absence, on the first day of absence.

Authorised absence

Absence will only be authorised where the Academy has given approval in advance for a student to not be in attendance or has accepted an explanation offered afterwards as justification for the absence. Only the Academy can authorise absence.

Unauthorised absence

Absence will be marked as unauthorised where the Academy is not satisfied with the reasons given for the absence and or no reason has been provided. NHS Guidelines are used to support reasons of illness and absence codes are awarded in line with this guidance. Reasons for absence that have not been approved following a parental request may include but is not exclusive to:

- Parents giving their children permission to be off school unnecessarily, such as for shopping, birthdays, to look after siblings, celebrating family events, attending appointments for other family members.
- Truancy before or during the school day.
- Absences which have not been explained.
- Students who arrive late after the close of registration.

This type of absence may lead to the use of penalty notices or other legal interventions from the Local Authority, the Academy in agreement with the Education Welfare Service, may issue a Notice to Improve to parents (in accordance with the National Framework for Penalty Notices and the Local Authority Code of Conduct) where their child has accrued 10 sessions of unauthorised absence in a 10 week rolling period.

The Notice to Improve period will cover 20 school days. If the child has any unauthorised absence during this time, the school will refer the case to the Local Authority requesting a penalty notice be issued.

8.1 Reporting absence from the Academy

Where a student is to be absent from the Academy without prior permission, the parent/carer should inform the Attendance Team at the Academy by telephone (0151 727 1561) via the Attendance Line on the morning of the day of the first absence. Absences may also be reported via School Synergy. Parents/carers should let the Academy know when they expect the student to return. If the return date is not confirmed on the first day of absence, parents/carers must contact the Academy on each day of absence. On the day of return to the Academy, parents/carers must also provide written confirmation of the reason(s) for the full period of absence. This can also be done via School Synergy.

In cases of prolonged absence due to illness, the parents/carers may be asked to provide the Academy with medical evidence, such as a note from the child's doctor. If this evidence is not provided, the absence may be marked as unauthorised.

8.2 Appointments

Medical, dental and other essential appointments for a student should take place outside of school hours where this is reasonably possible. Where an appointment must take place during school time, the student should attend the Academy for as much of the day as possible and as much prior notice as possible should be given to the Attendance Team. The Academy would advise all appointments are made after 2:30pm to minimise impact on a student's learning.

For the time absent from the Academy to be marked as an authorised, confirmation of the appointment by way of an appointment card or letter must be provided. Students will not be permitted to leave site without parent/carer confirmation and or evidence of appointment. Students must sign our via InVentry at the main office before leaving school.

8.3 Leave of absence (including holidays during term time)

Parents and carers should make every effort to avoid taking students out of education for holidays or other extended leave during term time. The Academy will only authorise a leave of absence during term time where there are exceptional circumstances.

To request a leave of absence, parents/carers must make the request as soon as it is anticipated, in writing addressed to the Head of School and, wherever possible, at least 4 school weeks ahead of the planned leave. Leave of Absence Request forms can be found on the school website and are available from our Attendance Team.

Where a leave of absence is requested as above, the Head of School will consider the specific facts and circumstances relating to the request. The decision:

- will be confirmed in writing
- is solely at the Head of School's discretion and
- is final.

Where permission is granted, the Head of School will confirm the number of days and dates of absence which are authorised.

If permission is not granted and the parents/carers proceed to take their child out of the Academy, the absence will be marked as unauthorised and parents/carers may be issued with a Fixed Penalty Notice or be subject to prosecution by the local authority.

8.4 Religious observance

We recognise that students of certain faiths may need to participate in days of religious observance. Where a day of religious observance:

- a) falls during school time and
- b) has been exclusively set apart for religious observance by the religious body to which the student belongs, the absence from the Academy will be authorised.

We ask that parents/carers notify the Academy by writing to the Head of School in advance where absence is required due to religious observance.

9 Strategies for promoting attendance

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

Students receive weekly recognition for attendance during Rewards Assemblies with their Year Teams. These are based on recognition of improved and good attendance. Praise point and reward trips are also used to promote good attendance as well as prizes such as vouchers and whole form rewards. Students may also receive individual recognitions in the form of postcards and phone calls home.

10 Addressing poor attendance and punctuality

The Academy will use data to target attendance improvement efforts to the students or groups of students who need it most. In doing so, the Academy, led by the Attendance lead/Attendance officer, will:

- monitor and analyse weekly attendance patterns, proactively using data to identify students at risk of poor attendance
- provide regular attendance reports to class teachers and relevant leaders
- identify students who need support from wider partners as soon as possible and deliver this support in a targeted manner
- conduct thorough analysis of half-termly, termly and fully year data to identify patterns and trends

- benchmark Academy attendance data at each level against local, regional and national level
- monitor the impact of academy strategies and actions to improve attendance on particular students and particular groups
- work with the local authority and other local partners to identify groups
- hold regular meetings with the parents or carers of students who the Academy and/or local authority consider to be vulnerable

10.1 Return to academy process

When a student is absent, they must, with support from their Form tutor and or class teachers, make every effort to catch up on missed work.

10.2 Managing unexplained absences

Procedures for managing unexplained absences is as follows:

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

- Call the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may contact the Early Intervention Team at Liverpool Council as well and/or conduct a 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 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the Local Authority.

Where absence or punctuality is a cause for concern, for example because there is:

- a pattern of unauthorised absence
- a question over the reasons provided for a particular absence or late arrival
- persistent truancy or lateness;

We will contact the parents/carers with a view to working together to support improved attendance and/or punctuality (see section 12 Monitoring attendance). A meeting and interventions will be put in place on a case by case basis. Where out of school barriers to attendance are identified, the Academy will signpost and support access to any additional services.

Failure to attend or arrive at lessons on time may also be dealt with as a disciplinary matter in accordance with the behaviour policy.

Where parents/carers have failed to ensure that their child of compulsory school age is regularly attending the Academy and wider support in accordance with this policy is not appropriate or effective, we may consider issuing a penalty notice. If the parent does not attend arranged meetings or engage in any support the school has offered and the student has accrued 10 sessions of unauthorised absence in a 10 week rolling period, the parents may be issued with a Notice to Improve, in accordance with the Liverpool City Council's Penalty Notice Local Code of Conduct and in agreement with the Education Welfare Service. If unauthorised absences persist the academy will discuss actions with the school's Education Welfare Officer.

When considering whether to issue a penalty notice, we will have regard to:

- Section 6 of the Department for Education's guidance, Working together to improve school attendance: [Working together to improve school attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644447/Working_together_to_improve_school_attendance.pdf)
- the local authority's Code of Conduct for issuing penalty notices.

11 Attendance Monitoring

All attendance is monitored on a daily, weekly, and termly basis with updates shared with all staff to ensure a consistent and holistic approach to improving attendance. This is done through daily updates to SLT, weekly briefing notices to all staff and more specific analysis for senior leaders on a termly basis. All students access their year-to-date attendance on a weekly basis during morning sessions therefore monitoring their own attendance and reflecting on attendance targets.

11.1 Monitoring attendance

The Academy will:

- monitor attendance and absence data half-termly, termly and yearly across the school and at an individual student level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

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 school will compare attendance data to the national average, and share this with the governing board.

11.2 Analysing attendance

The Academy 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

11.3 Using data to improve attendance

The school will:

- provide regular attendance reports to teachers/ teaching assistants and other school leaders, to facilitate discussions with students and families
- use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

11.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10%/19 days or more of school, and severe absence is where a student misses 50%/95 days or more of school.

The Academy will:

- use attendance data to find patterns and trends of persistent and severe absence
- hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school including the exploration of Early Help Assessments.
- provide access to wider support services to remove the barriers to attendance

12 Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

13 Equalities Statement

Under the public sector equality duty (PSED), all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act

2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means academies must take into account equality considerations when policies are being developed, adopted and implemented.

14 Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

15 Linked Policies

- Safeguarding and Child Protection Policy
- Home School Agreement

16 Other Related Documents

This policy should be a working document that is fit for purpose. It represents the school ethos, enables consistency and quality across the school. It is also related to the following legislation:

- Equality Act 2010
- UN Convention Rights of the Child

In addition, the following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE) 2024
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children 2018
- Working Together to Improve School Attendance 2024
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)