

The ReConnect Programme – Attendance & Children Missing Education Policy

OWNERSHIP: The ReConnect Programme

AUTHORISED BY: Chief Operating Officer

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The Importance of Attendance at The ReConnect Programme

Attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School or Alternative provision is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* Our provision provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* Attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful staff-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.

- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed learning, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending, if you have any concerns you should contact the provision as soon as possible:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences. In some cases, students may need to take time off to support their families.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary

resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend regularly.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at a The ReConnect Programme

To address any identified attendance issues effectively, our provision will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Day-to-Day Processes for Managing Attendance at The ReConnect Programme

Attendance must be recorded at the start of every session using The ReConnect Programme timetable software. Student absence must be reported to admin staff no later than 10 minutes after the start time of the session. Admin staff will contact the students parent/guardian for a reason of absence.

First Day Calling and Safeguarding at The ReConnect Programme

Day 1: Admin staff will contact students' parents/guardians if a student does not attend and has not received prior written permission for holiday.

Day 3: Admin staff will contact Parent/Guardian.

Day 5: DSL will call Parent/Guardian and discuss in more detail any potential barriers. Timetable changes, home visits or reintegration strategies may be offered.

Day 10: If a student has not attended for 10 or more days - this should be reported to [Suffolk County Council's on the CME Portal](#)

School Times of the Day at The ReConnect Programme:

The school day begins at 9:00 and ends at 15:00 however students will receive a bespoke timetable to suit their individual needs.

Registration opens at 9:00 and closes at 16:00.

Children are expected to arrive on time and attend all scheduled lessons and activities that they feel

able to.

Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing to the referring school or local authority.

Leave of absence during term time will only be authorised in exceptional circumstances and responsibility for this will lie with the referrer.

Reporting a Child's Absence

Parents or carers must contact the provision on the first day of their child's absence to provide the reason for the absence prior to the session start time.

Holiday Request

Holiday requests must be made to The ReConnect programme in writing to admin@reconnect1-1.com

Definitions

Children Missing Education

Children missing education (CME) is defined as those who are of compulsory school age but are either not registered at a school or not receiving suitable education in place of a school setting. CME may be at significant risk of not meeting their academic potential and underachieving. In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is

considered to be a cause for concern.

Threshold: A student is considered to be persistently absent when they have an attendance rate of 70% or below. This means they have missed 30% or more of their sessions.

Risk of Persistent Absence:

Definition: The term "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 low and becoming a concern.

Severe Absence (or Severe Persistent Absence):

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

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils 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 external agency partners.

Absence Definitions

- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. The ReConnect Programme adhere to the following key attendance acts in the UK:

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in

ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at The ReConnect Programme

- Behaviour Policy
- Safeguarding Policy

Roles and Responsibilities

Provision Staff: *Our staff play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.*

Monitoring Attendance: Staff are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records via internal software, noting both present and absent students.

Promoting Punctuality: Staff should celebrate students' arrival to the provision on time each day.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, staff should take immediate action and inform the relevant members of staff.

Early Intervention: Staff should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and the head of provision.

Maintaining Communication: Staff should maintain open lines of communication with parents or guardians regarding attendance. They should inform The DSL via MyConcern of any concerns about a child's attendance or punctuality.

Providing Support: Staff can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Creating a Welcoming Classroom Environment: Staff should strive to create a positive and welcoming environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: Staff should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them where appropriate can lead to effective interventions or needed timetable amendments.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Attendance Records: Accurate attendance records are crucial. Staff should submit attendance data promptly to the administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

Supporting Positive Behaviour: Staff can implement strategies to reinforce positive behaviour related to attendance.

Safeguarding: Staff should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the provision DSL.

Professional Development: Continuous professional development will enhance staff skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Staff can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Education Leadership Team (ELT): *The ELT plays a crucial role in supporting children's attendance in BUSY Schools. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.*

Policy Development: ELT collaborates with provision leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: ELT ensures that the provision complies with all relevant statutory requirements related to attendance. They are responsible for monitoring adherence to attendance regulations.

Strategic Oversight: ELT takes a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: ELT review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: ELT holds provision leadership accountable for attendance outcomes. They may question leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: ELT ensures that attendance policies are effectively implemented throughout the provision. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: ELT collaborates with provision leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Training and Development: ELT ensures that provision staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: ELT are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Continuous Improvement: ELT regularly evaluate the provision's approach to attendance and seek ways to continuously improve attendance outcomes.

Provision Leads: Senior staff play a critical role in supporting attendance for children. They provide leadership, set the tone for the attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

Leadership: Senior staff, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend regularly.

Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

***Parents/Carers:** Parents and carers play a crucial role in supporting attendance. Their involvement and commitment to their child's education can have a significant impact on attendance rates.*

Establish a Routine: Parents should establish a daily routine that includes regular attendance. Consistency in waking up, getting ready for, and arriving on time helps children develop good attendance habits.

Communicate with the provision: Establish open lines of communication. Inform the provision promptly if your child is going to be absent due to illness or other reasons. This helps the provision keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of education and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending regularly and on time.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns, take the issue seriously. Communicate with the provision to ensure a safe and supportive environment.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the provision, healthcare professionals, or relevant agencies.

Children: *Children also play a significant role in attending school regularly and ensuring their educational success.*

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Safeguarding Children and Attendance at The ReConnect Programme

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow ***Keeping Children Safe In Education*** guidance to ensure safe practices.

VERSION CONTROL

Version	Date	Change Summary	Author/Reviewer	Approved by:
1	25/08/2026	Updated policy	Naomi Hamer	Director