

Attendance Policy

Policy Written	Fiona May (Principle/ DSL)
Reviewed by	Katie Martin (Senior Attendance Champion and DSL)
Date of Review	September 2025
Ratified by Attendance governor Susan Greenfield	16 September 2025
Approval by Trust Board	25 September 2025
Date of Next Review	September 2026

Policy Statement and Aims

The Rowans AP Academy has a clear vision for attendance, underpinned by high expectations and our core values of kindness, commitment and resilience which are communicated and understood by staff, pupils and families.

Every pupil has the right to a quality education and for school to be a safe environment where all pupils can learn and make progress. Attending school regularly supports academic, social and emotional development for pupils.

All stakeholders understand that absence from school is a potential safeguarding risk and that we all have a role in keeping children safe. Constant communication is made between parents/carers and school to convey clear messages on the effects of poor attendance on attainment and well-being. We seek good attendance and punctuality from all members of the school community, it is integral to our ethos and culture.

Role	Named member of staff
Principle and DSL	Mrs Fiona May
Senior Attendance Champion and DSL	Mrs Katie Martin Katie.martin@therowansap.co.uk 01634 338803
Attendance and Welfare Lead and DDSL	Miss Rebecca Jones Rebecca.jones@therowansap.co.uk 01634 338803

Improving attendance is everyone's business, removing any barriers to attendance, The Rowans build strong and trusting relationships and work together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with school's efforts on curriculum, behaviour, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.

Our expectation is that pupils have a minimum of 96% attendance. Good attendance and punctuality are key to personal development, progression, learning and achievement. The DfE guidance [Working Together To Improve School Attendance](#) states that attendance to school is "essential for pupils to get the most out of their school experience, including their attainment, wellbeing and wider life chances."

The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 42. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%)

Parent/carers should ensure and encourage maximum attendance and punctual arrival at school and lessons. Respectful relationships with staff, pupils, families are built to ensure trust and engagement and there is a welcoming and positive culture across the school.

At The Rowans AP Academy we:

- Treat pupils with dignity and build positive relationships rooted in mutual respect
- Take into consideration the vulnerability of pupils and the ways in which this might contribute to absence
- Communicate effectively with families regarding pupils' attendance and well-being
- Ensure the attendance policy is applied consistently and fairly, whilst giving consideration for individual circumstances with regard the Equality Act 2010 and UN Convention on the Rights of the Child
- Understand that there is a clear link between attendance and safeguarding, with robust processes in place to follow up absence
- Have a clear attendance policy which all staff, pupils and parents understand. At pre-admission for new pupils, a copy of the attendance policy and a summary leaflet is issued to the pupil and parents/carers. The policy is also accessible on the academy's website. Parents are routinely reminded about the attendance policy with an annual update as a minimum.
- Share attendance data with trustees at each meeting with analysis and any action plans. The trustees hold the Principle and the school to account.
- Work collaboratively with other schools, notably where pupils are dual registered
- Work in partnership with external agencies including social care, virtual schools, the police and health services where a pupil's absence is at risk of becoming persistent or severe

<p><i>Persistent Absence is where a pupil misses 10% or more of school</i> <i>Severe Absence is where a pupil misses 50% or more of school</i></p>
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Reducing persistent and severe absence

The Rowans will work closely with the AO to:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school.
- Provide access to wider support services to remove the barriers to attendance. This may include the use of temporary part time timetables to support re-engagement.

Parent/Carer Responsibilities

Parents and carers should:

- Ensure that their child attends school every day, on time.
- Treat staff with respect and actively support the work of the school, calling on staff for help when they need it
- Communicate as early as possible circumstances which may affect absence or require support
- Contact the school on the first day of absence explaining why their child is unable to attend and subsequent days thereafter. This should be via phoning the schools main reception on 01634 338803 or in the case of the main schools phone lines being down via the school welfare and attendance lead on 07710143029.
- Provide medical evidence, when reasonably asked by the school
- Work with the school where there are concerns regarding regular attendance at school or punctuality to school
- If an absence is longer than two days then medical evidence must be provided.
- Medical and dental appointments should be made outside of school hours, whenever possible. If this is impossible, the absence will only be authorised when medical evidence is provided. The

pupils should return to school immediately after the appointment, unless advised otherwise by medical professionals.

- Parentally-condoned absence can be a problem as it means disruption to a pupil's education, impacting progress and attainment. The Rowans AP Academy does not have to accept a parental explanation for pupil's absence whether written, telephoned or given in person. However, all absences, authorised or not, count against whole school figures.

Ensuring your child's regular attendance at school is a parent/carer's legal responsibility (Section 444 of the 1996 Education Act) and permitting absence from school that is not authorised by the Head Teacher creates an offence in law.

Staff responsibilities

- Teachers and support staff should monitor and encourage maximum attendance and punctual arrival at school and lessons
- Teachers and support staff must record accurately and fully, each pupil's attendance
- The Form Tutors and Form TAs have a should monitor the attendance of both individuals and the class and encourage pupils to attend school on time each day.
- Every member of staff should know and understand their responsibilities for attendance.
- All staff and the Attendance Advisory Service for Schools and Academies (AASSA) will support maximum attendance and punctual arrival at school and lessons.
- The Rowans' leadership will praise and reward consistently good and improved attendance and punctuality. We regularly celebrate attendance in weekly assemblies and there is an 'Attendance Star of the week' who receives a certificate and small reward.
- The attendance and welfare lead, Miss Rebecca Jones, together with the leadership team, are continually seeking new and innovative ways of improve, maintain and celebrate good attendance. Via monitoring, the team act early to address patterns of attendance. The team regularly updates staff on attendance issues and ensures that pupils are fully informed on all procedures and consequences of non-attendance at school.
- Attendance and attainment are closely linked. It is important that pupils attend school so that they receive the education they deserve and are entitled to. This will ensure that they achieve their best and have the best opportunities for their futures. If a pupil has 90% attendance that equates to half a day of school missed each week, over a school year that is 4 weeks of missed school! Research suggests that 17 missed school days equals one GCSE grade drop in achievement. So, the greater the attendance, the greater the achievement.

Monitoring and Analysing Attendance Data

The Rowans will:

- Monitor attendance and absence data weekly, tri-annually and annually across the school and at an individual pupil level.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern. We will use this monitoring and analysis to provide targeted support to pupils and their families.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.
- Provide parents/carers with weekly attendance data for their child.
- Provide attendance data to staff every week to facilitate discussions with pupils and families
- Run attendance initiatives to promote whole school pupil attendance linked to house groups and individual attendance.

Legislation, Guidance and Research

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 7 of [The Education Act 1996](#) states that “the parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable: (a) to age, ability and aptitude and (b) to any special educational needs he/she may have either at school or otherwise”
- › Part 3 of [The Education Act 2002](#)
- › Part 7 of [The Education and Inspections Act 2006](#)
- › [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- › [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy has been written in light of a report from The Children’s Commissioner, ‘[Back into School: New Insights into School Absence](#)’ July 2022. This policy also refers to the DfE’s guidance on the school census, which explains the persistent absence threshold.

Definitions used in this policy

AASSA: Attendance Advisory Service to Schools and Academies

AO: Attendance Officer

SIMs: School Management System

DfE: Department for Education

CME: Children Missing in Education

EHE: Elective Home Education

PA: Persistent Absence

SA: Severe Absence

Attendance Procedures, Penalty Notices and Responsibilities

School times - Primary	Morning registration session	Afternoon registration session
Start of registration session	8:50 am	Monday to Thursday 1pm Friday 12:30pm
Class registration closes (pupil is marked L after this time)	9:15am	Monday to Thursday 1:10pm Friday 12:30pm
Registers close (Pupil is marked U after this time)	9:20am	Monday to Thursday 1:30pm Friday 12:30pm
End of session	12:00pm	Monday to Thursday 14:45pm Friday 12:30pm

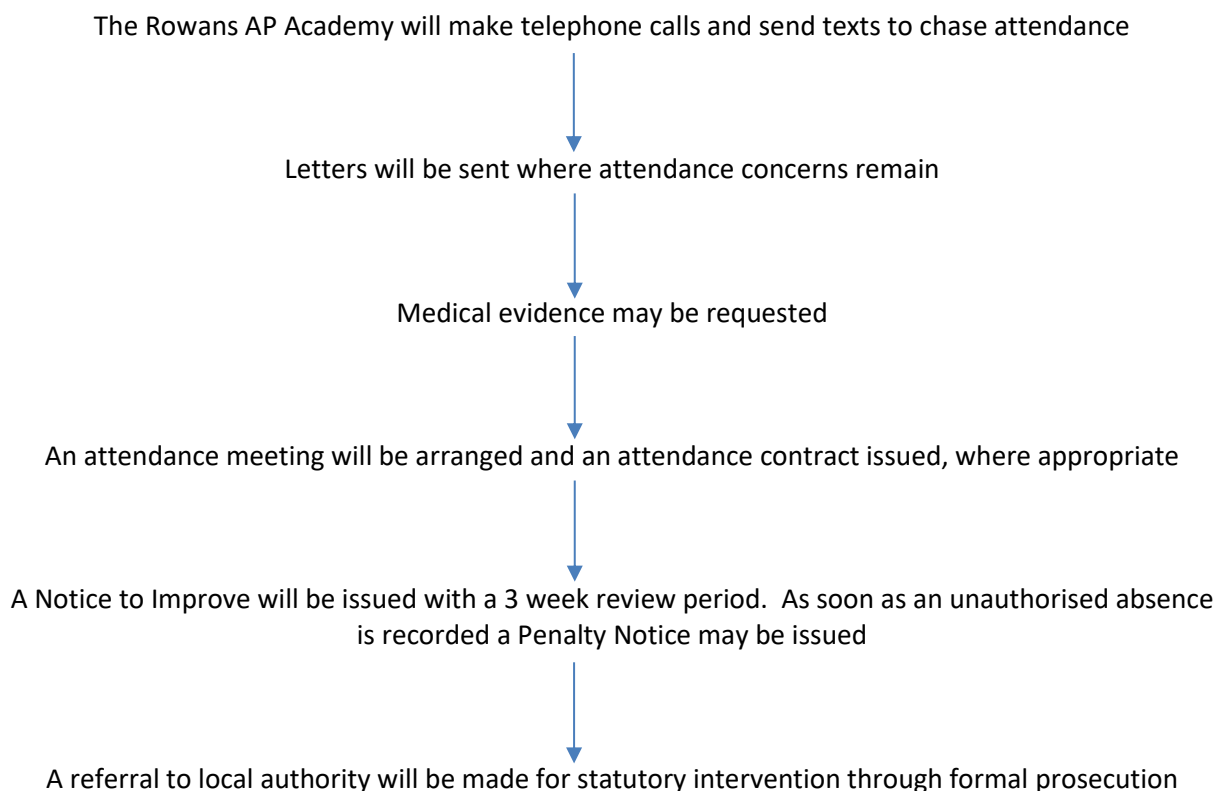
School times - Secondary	Morning registration session	Afternoon registration session
Start of registration session	8:40am	1:25pm
Class registration closes (pupil is marked L after this time)	8:45am	1:30pm

Registers close (Pupil is marked U after this time)	9:10am	1:55pm
End of session	1:00pm	2:45pm

- If a pupil is not in registration, the Welfare and Attendance Lead and/or Office staff are responsible for contacting parents to ascertain the reason for absence.
- Any pupils arriving after registration has closed will be marked “U” (unauthorised). There are further details in Appendix 1 explaining attendance and absence codes.
- Form tutors are responsible for registering pupils correctly using the appropriate DfE attendance code.
- The Leadership Group is responsible for supporting Form Tutors in ensuring full attendance and good punctuality and evaluating the effectiveness of systems and the policy.
- All staff in particular the Leadership Group and the Welfare and Attendance Lead have a responsibility to meet with pupils who have issues with attendance, non-attendees and where necessary makes home visits and liaise with external agencies.
- There is a robust daily procedure for checking and monitoring attendance, led by the Attendance and Welfare Lead. There is a daily meeting between the Vice Principle /Attendance Champion and the Attendance and Welfare Lead, who analyse the daily attendance and agree actions. This procedure is regularly reviewed and updated.
- Where there is unexplained absence, the school will text/telephone on the first day of absence, to try to ascertain the reason. First day contact will be carried out as early as possible in the school day, in order to notify parents whose children may have set off for school, but not arrived, as quickly as possible. The school will make all reasonable enquiries to known family and friends to establish contact with parents/carers. If there are welfare and or safeguarding concerns, the school will carry out a home visit and may contact the police as a welfare concern.
- Where attendance drops below 96% or where a pattern of absence is at risk of becoming, or becomes, problematic, parents/carers will be offered support, so that the school can listen to and understand the barriers to attendance the pupil or family is experiencing. An ‘Attendance Contract’ may be agreed to support improvement.
- Where there are no improvements in attendance and punctuality this could result in a ‘Notice to Improve’ or a penalty notice, or, where all other routes have failed or are not deemed appropriate, parents could face court prosecution.
- If an absence is longer than 2 days and medical evidence is not provided or there appears to be patterns of non-attendance, e.g. every Monday or regular 2 day absences, the school will monitor the situation and take appropriate action or support will be offered by the AO.
- The Attendance Advisory Service for Schools and Academies (AASSA) are the enforcement agency and work with the Principle and Welfare and Attendance Lead to improve attendance via scheduled meetings. Where voluntary support has not been effective or engaged with, formal support will be put in place in the form of an attendance contract or an education supervision order. In addition, referrals are made to the Attendance Officer (AO) when a pupil has 10 or more unauthorised absences, where support has not been successful or engaged with.

- Penalty notices may be issued to the parent/carer of pupils who have 10 or more unauthorised absences (sessions) from school within a 10 week rolling period and this can be met with any combination of unauthorised absence, consecutive or not. A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. If repeated penalty notices are being issued and they are not working to change behaviour they are unlikely to be the most appropriate tool. Therefore only 2 penalty notices can be issued to the same parent in respect of the same child within a 3 year rolling period and any second notice within that period is charged at a higher rate.
- The first penalty notice issued to a parent is charged at £80 per parent per child, if paid within 21 days. This increases to £160 per parent, per child if paid after 21 days, until day 28. If not paid within 28 days the Local Authority may prosecute under Section 444(1) Education Act 1996. Any non-payment of the penalty notice may be referred to the Magistrates court. **There is no right of appeal by parents against a penalty notice.**
- A second penalty notice (within 3 years) issued to the same parent in respect of the same pupil is charged at a flat rate of £160, if paid within 28 days. Any non-payment of the penalty notice may be referred to the Magistrates Court.
- In a case where the National threshold is met for a third time (or subsequent times) within 3 years, a penalty notice will not be issued, alternative action will be taken, including prosecution at the Magistrates Court. The Magistrates Court can order fines up to £2500 per parent, per child.
- The Rowans will regularly inform parents about their child's attendance and absence levels via a weekly report contributing to a culture of high aspirations, including attendance.

Non -Attendance Procedures Summary



Attendance at The Rowans AP Academy

EXPECT

The Rowans aspires to high standards of attendance from all pupils and parents/carers, with a culture and ethos that supports routine attendance at school. Parents and carers are provided with the Attendance policy and summary leaflet annually. Attendance is celebrated in school. The link between attendance and attainment is highlighted weekly in assemblies and communicated to parents/carers in letters and newsletters. There is a strong working relationship between school staff and pupils and parents/carers and a dedicated welfare and attendance lead with robust attendance procedures including first day calling procedures.

MONITOR

Attendance data is used to identify patterns of individual attendance weekly and termly. Each day the Principle and Welfare and Attendance Lead monitor attendance and review the attendance pathway, taking action where appropriate. Weekly attendance data is shared with parents and carers.

LISTEN AND UNDERSTAND

Where attendance is below expectation or where there are attendance patterns developing, the attendance lead discusses with pupils and parents/carers to listen to understand barriers to attendance and agree how working together can lead to improvements in attendance.

FACILITATE SUPPORT

Work with pupils, parents/carers to address barriers in school that are preventing good attendance. Where there are barriers outside of school or where absence is a symptom of wider issues, The Rowans will support parents and carers to access the support they need. This might include early help or a whole family plan.

FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, The Rowans will work closely with the AASSA and implement enhanced monitoring. At this stage pupils and parents/carers will be supported through an attendance contract, which will state a period of time for attendance to improve with identified support.

ENFORCE

Where all other avenues of voluntary and formalised support have been exhausted, statutory intervention will be enforced through formal prosecution to protect the pupil's right to an education.

Pupils who are Absent from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation. This includes when problems are first emerging but also where children are already

known to social care, where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- Guidance on school attendance [Working together to improve school attendance](#) including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance, [Children missing education](#)

Procedures for pupils who leave school site during the day

- If a pupil does not turn up to a lesson or a registration period a member of staff will alert the school office.
- A check of the school site will be made to ascertain that the pupil has left – unless the pupil has been seen walking off site.
- Parents/carers will be called and informed that the pupil has left and advised to report their child missing to the police.
- If a parent/carer or other emergency contact cannot be reached, the child may be reported missing to the police.
- All parents/carers will be asked to inform us when the pupil returns home or been located.
- All "Looked After Child" pupils will be reported missing to the police after informing carer unless the carer seeks to take responsibility for this, this will be established between carer and school.
- If a pupil returns to school, parents/carers will be informed and police informed where necessary.

Approval for term-time absence

There may be occasions where a pupil is given a temporary part time timetable to support safeguarding arrangements, to ensure progress and attainment or other exceptional circumstances. A part time timetable can only be approved by the Principle and there must be clear reasons given for its use, including the expectation that its aim is, where possible, to fully reintegrate the pupil to full time education at The Rowans AP Academy. This part time timetable must be agreed by the Principle, the parent/carer and the pupil and clear records kept.

The Principle may authorise a request for flexi-schooling from a parent in exceptional circumstances, when deemed in the best interest of the child. There must be clear reasons for its use including the expectation that, where possible, the child is reintegrated to full time education at The Rowans AP Academy.

The Principle may only grant any leave of absence to a pupil during term-time if they consider there to be "exceptional circumstances". The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Therefore, any requests for term-time holidays will not be authorised and any such absences will be referred to the local authority. If unauthorised leave during term time is taken, the school will consider issuing a Penalty Notice to each parent for each child that is taken out of school. Standard information provided with each penalty notice states that a £80 fine is payable within 21 days of the Notice being issued, rising to £160 if paid between the 21st and 28th day. If neither of these sums is paid within these periods, the Local Authority may consider a prosecution and proceed the case to court for an offence contrary to Sec. 444(1) Education Act 1996. Any holiday-related absence taken that includes 10 sessions in 10 weeks, may result in a Penalty Notice. In this case a Notice to Improve notification will not be issued beforehand.

Children Missing in Education and Elective Home Education

Parents must inform the school in writing if they are planning to remove their child from The Rowans AP Academy. This must include the details of the new school the child is planning to attend or that they are exercising their right to educate their child otherwise. All Education Otherwise information will be passed into the Inclusions Team at Medway Council who are responsible for monitoring all children who are educated otherwise. If after ten day's continuous absence the school has been unable to ascertain the whereabouts of a pupil, they will refer the child's details to the Local Authority, in order to perform further checks that are not available to school. If a pupil has accrued fifteen days of absence due to medical reasons the school, alongside statutory guidance, must report this level of absence to ensure appropriate safeguarding and support measures can be considered.

There is a clear process in place to track the process of elective home education and it is undertaken jointly through multi-disciplinary co-operation. This is slightly different for pupils who attend The Rowans AP Academy as their choice of school place is limited. Pupils who wish to return to the Academy after EHE will be referred back to the Fair Access Panel. It may not be possible for the pupil to return to The Rowans as there may not be capacity.

The process is as follows;

Medway Council monitors elective home education through a dedicated post within the AASSA team. The CME/EHE lead officer and Attendance manager oversees notification of children who are Electively Home Educated, or parents who are considering removing their child from school to Electively Home Educate. There is a clear process in place to track the recording of elective home education and it is undertaken jointly through multi-disciplinary co-operation:

- Parents inform the school in writing that they intend to remove their child from school roll to electively home educate.
- Notification is made to the CME/EHE officers, by school to inform them of the parent/carers intention to EHE via a designated email address homeeducation@medway.gov.uk
- Information of cases known to Attendance Officers where a decision has been made to electively home educate will be shared with the CME/EHE officers immediately.
- If appropriate, contact is made with parents to ensure that parent/carers understand their legal responsibilities if they intend to electively home educate.
- Contact is made by the CME/EHE officer to meet and offer advice, guidance and monitor on the education provided.
- If there are concerns, regarding the education provided and it is deemed inadequate parents/carers will be advised on roll their child/children at a school. If this does not happen this may result in pursuit of a School Attendance Order (under section 437(1) of the Education Act 1996).
- If the CME/EHE officer is unable to engage with the family or if it appears the family are no longer living at the address, the child/children will be recorded as a CME and further investigations made.

Emotionally Based School Avoidance

Mental Health, Emotionally Based School Avoidance and Wellbeing Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school. The impact of EBSA on children is far-reaching, it has been linked to seriously hampering children's psychological, social, and academic performance and subsequently performance in exams and employment opportunities.

Parents/carers who have concerns about their child's mental wellbeing can contact our school's Safeguarding Team. Parents/carers could also contact their GP or the NHS Helpline by phoning telephone number 111 for advice if they are concerned. Section 19 of the Education Act 1996 (as amended by Section 3 of the Children Schools and Families Act 2010) provides a duty on local authorities of maintained schools to arrange suitable education for those who would not receive such education unless such arrangements are made for them. This education must be full time, or such part time education as is in a child's best interests because of their health needs.

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every year. At every review, the policy will be approved by the full trust board.

Appendix 1: School Attendance and Absence Codes 2024-2025

Present/Authorised Codes

/\	present during registration
B	educated off site and taster days and do not fit K, V, P or W codes
K	attending provision arranged by the local authority
L	arrived after the register has started but before it has closed
P	Sporting activity with prior agreement from school
V	educational visit or trip
W	work experience

Absent Codes

Authorised Absences

C	exceptional circumstances
C1	in a regulated performance/undertaking regulated employment abroad
C2	absent due to part-time timetable
D	dual registered
E	suspended or permanently excluded
I	illness (not medical or dental appointments)
J1	job/school/college interview
M	medical or dental appointment
Q	unable to attend because of a lack of access arrangements
R	religious observance (only 1 day allowed, any more coded as C if agreed)
S	study leave
T	parent travelling for occupational purposes (no fixed abode)
X	non-compulsory school age pupil not required to attend school
Y1	unable to attend due to transport provided not being available
Y2	unable to attend due to widespread transport disruption
Y3	unable to attend due to part of the school premises being closed
Y4	unable to attend due to whole school closure
Y5	unable to attend as pupil is in criminal justice detention
Y6	unable to attend in accordance with public health guidance or law
Y7	unable to attend due to other avoidable cause (must affect the pupil NOT the parent)

Unauthorised Absence

G	holiday (not agreed)
N	reason for absence not yet established (must be corrected within 5 days)
O	absent in other or unknown circumstances
U	late after register has closed
Z	pupil not yet on register
#	planned whole school closure (eg holidays, insets and polling station days)

Appendix 2: School attendance monitoring process – 10 waves of attendance



First wave

Secondary and Primary: Checking work phone and enter parent's information from that morning into registers. ie sick, appointments etc.

Secondary: carry out wake up calls to known pupils.

Secondary and Primary: Review part-time timetables to see what pupils will be in at different times. Enter this into registers.



Second wave

Secondary: form tutors update registers and missing pupils' day sheets are handed in for chasing by phoning around parents and pupils.

Day sheets are annotated to show who is on way, refusing, unwell etc. with comments entered into registers.

Primary: class teachers update registers.



Third wave

Secondary and Primary: Morning attendance meeting between welfare and attendance lead, attendance administration for secondary and primary and vice principle. Actions recorded and set.



Fourth wave

Secondary and Primary: pupils that do not answer or are on way are chased and reviewed at intervals.

- No answer – chase every 30 minutes
- On way – RJ will put on the day sheet, for secondary pupils, rough time pupils will be due in depending on where they currently are on their journey to school.
- Primary pupil that are experiencing transport issues are investigated by Paige Gough
- Due in at a later start – look at the day sheet, for secondary, and chase after indicated time.

Secondary and Primary: Update registers with comments and appropriate codes when information is ascertained.



Fifth wave

11am check.

Secondary and Primary: For pupils that do not have a reason for absence and therefore cannot be contacted as no answer from parents/ carers or other recorded emergency contacts text to be sent by 11am.

Your child has not arrived at school. Please contact the school immediately with reason for absence or a police welfare check may be made.

If a child has social care/ early help involvement and is not in school (refusing or no answer) social worker/ early help worker to be updated by 11am. (The worker's name can be found on the pinned pastoral notes in Arbor, email address if Medway is firstname.surname@medway.gov.uk)



Sixth wave

Secondary and Primary: On the third day of no contact a home visit or attendance clinic to facilitate open conversations between parents and carers, pupils and school will take place.



Seventh wave

Weekly analyses of data to identify patterns of poor attendance at individual level for persistent and severe attendance levels, with strategies set for key pupils.



Eighth wave

Secondary and Primary: If a pupil has consistent (over a two-week period) lateness, the parent is issued persistent lateness letter.



Ninth wave

Secondary and Primary: Review Parttime timetables fortnightly.



Tenth wave

Safeguarding team meet fortnightly and analyse patterns of poor attendance of children with known vulnerabilities.

Letter 1 – 100% - 90% Attendance Congratulations

Dear Parent/Carer,

We are very pleased to inform you that **[Pupil Name]** has achieved an excellent attendance level of **[*****%]**. This is a significant accomplishment, and we would like to congratulate both them and you for the commitment, consistency, and effort shown throughout the term/year.

Attendance of 90% or above is considered *strong* and is linked directly to improved progress, confidence, and overall achievement in school. Your child's reliability and determination have made a positive impact on their learning and their future opportunities.

By attending school regularly, your child has:

- Accessed the **vast majority of lessons** and learning opportunities
- Avoided the learning gaps that build up when days are missed
- Shown resilience and a positive attitude towards school routines
- Demonstrated improved engagement, participation, and confidence
- Increased their chances of meeting or exceeding academic targets

Research shows that pupils with attendance of 96% or above make **the strongest progress**, develop **better long-term learning habits**, and have **more choices** in their post-16 pathways, including college courses and apprenticeships. Your child is giving themselves a strong foundation for future success.

At The Rowans AP Academy, we believe that excellent attendance should be celebrated. To recognise [Pupil Name]'s achievement of [*****%] attendance, they will receive:

- A **postcard of excellent attendance**
- Recognition in our **celebration assembly**
- Entry into our **attendance hamper reward draws**
- Opportunities for further rewards if they continue to sustain or improve their attendance

We want pupils to feel proud of their commitment and motivated to keep aiming high.

We also want to extend our appreciation to you. Supporting a child to maintain high attendance requires consistency, encouragement, and strong home school partnership. We value the effort you have made to help your child attend regularly and arrive on time.

If you have any questions or wish to discuss further support, please feel free to contact myself via email on katie.martin@therowansap.co.uk

Yours sincerely,

Mrs Katie Martin

Vice Principle and Attendance Champion

The Rowans AP Academy

Letter 2: General Attendance Concern – pupils with between 90% and 70% attendance

Dear Parent/Carer,

We are writing to share our concerns about your child's recent attendance and punctuality. At The Rowans AP Academy, we are fully committed to supporting all pupils and their families to overcome barriers to regular school attendance. We understand that circumstances such as illness, family challenges, or anxiety can sometimes make attending school difficult, and we want to work with you to ensure your child receives the best possible support.

However, it is also important that we share the facts about attendance and how it affects learning, progress, and future opportunities.

Attending school every day is vital. National research is clear: pupils who attend regularly achieve better, make stronger academic progress, and are far better prepared for life beyond school.

- A full school year contains 190 school days.
- Even small drops in attendance have a significant impact:
 - 80% attendance = 38 days missed in an academic year – this equates to almost 8 school weeks
 - 70% attendance = 57 days missed in an academic year – this equates to over 11 weeks

Absence adds up quickly, and these lost learning opportunities directly affect progress. Missing lessons means missing explanations, discussions, practice and feedback things that cannot be fully replaced.

Reduced progress in school can then limit post-16 options, including access to college courses, apprenticeships, and training pathways. Future employability is strongly linked to attendance habits developed in school. Good attendance is therefore not just important now it shapes life chances.

Lateness also significantly affects achievement:

- Arriving 10 minutes late every day adds up to 33 lost learning hours per year.
- Arriving 30 minutes late every day is equivalent to 19 full school days lost annually.

Missing the start of lessons often means pupils lose vital instructions, explanations and settling time, making it harder to engage or succeed.

At The Rowans AP Academy, we want to work in partnership with you. We can offer:

- Attendance mentoring for pupils
- Meetings to explore barriers and agree support strategies
- Pastoral and wellbeing support
- Help with routines, morning organisation or anxiety support
- Signposting to external support services if needed

Please contact myself on katie.martin@therowansap.co.uk so we can discuss how best to support your child in improving their attendance.

At The Rowans we believe strongly in celebrating success. Good attendance is an achievement, and we want to recognise pupils who make a positive effort.

To encourage pupils to attend regularly and on time, we offer:

- Weekly recognition for excellent or improved attendance
- Weekly recognition for attendance that is outstanding and that has overcome challenges
- House group attendance champions
- By-termly hamper prize draws for sustained good attendance

We appreciate your ongoing support in helping your child attend school every day and on time. Please contact us if you would like to meet and discuss how we can work together to improve your child's attendance.

Yours sincerely,
Mrs Katie Martin
Vice Principle and Attendance Champion
The Rowans AP Academy

Letter 3 Formal Attendance letter for anyone 69 % attendance or under not already on an attendance contract.

Dear Parent/Carer,

We are writing because your child's attendance has fallen to a level that is now causing serious concern and requires urgent attention. At The Rowans AP Academy, we recognise that families often face challenges that can impact school attendance, and we are committed to working collaboratively with you to ensure your child is supported. However, it is essential that we also make clear the educational implications of continued low attendance

Your child's current attendance means they have already missed a significant amount of learning time. For context:

- 60% attendance = 76 days missed during an academic year - This equals over two terms absent out of 6 terms a year.
- 50% and below attendance = 95 days missed in an academic year – This equals over three terms absent out of 6 terms a year.

This level of lost learning severely limits progress. The more time away from lessons, the more difficult it becomes to keep up with classwork, understand new concepts, and achieve academic targets.

Long-term patterns of absence also:

- reduce confidence and engagement
- Increase in mental health issues and increasing social isolation
- create gaps in knowledge that become difficult to close
- affect exam outcomes
- limit post-16 choices, including colleges and apprenticeships
- reduce future employment opportunities
- Reduce future potential earnings

Attendance is therefore a key factor not only in academic success but also in long-term life chances.

Alongside absence, punctuality is also affecting progress. For example:

- Being 10 minutes late each day results in over 33 hours of missed learning annually
- Being 30 minutes late each day = 19 days of schooling lost

This lost time often includes key instructions or explanations that set pupils up for the rest of the lesson.

We want to reassure you that our intention is to support not penalise families. We can offer:

- Attendance support meetings
- Pastoral and intervention support

- Strategies for morning routines
- Emotional wellbeing support
- Referral to wider services where appropriate

We ask that you work with us to ensure your child attends school every day unless there is an authorised reason for absence.

To motivate and encourage pupils, The Rowans AP Academy operates a comprehensive rewards system that includes:

- Weekly recognition for excellent or improved attendance
- Weekly recognition for attendance that is outstanding and that has overcome challenges
- House group attendance champions
- By-termly hamper prize draws for sustained good attendance

We want all pupils to experience success and feel proud of their attendance achievements.

We invite you to attend a meeting on: [Date] at [Time] to discuss how we can work together to improve your child's attendance and remove any barriers you may be facing. If this date and time is not suitable for you, please email myself on katie.martin@therowansap.co.uk offering dates and times that would be better for you.

Thank you for your attention and cooperation. Regular attendance is essential to your child's success, wellbeing, and future opportunities, and we look forward to working together to support them.

Yours sincerely,
Mrs Katie Martin
Vice Principle and Attendance Champion
The Rowans AP Academy