Attendance Policy

Document Control
This document is issued, controlled and impact assessed by the Leadership Team.
The latest version of the procedure will be maintained on the School Website.

Attendance Key Contacts

Please find the details of those with overall responsibility for attendance, attendance support and attendance improvement within our school below.

Name	Role	Contact details
Kerrie Whelan	Headteacher	Kerrie.Whelan@endeavouracademy.co.uk
Lesley Wood	Deputy Head of School and Senior Attendance Champion	Lesley.Wood@endeavouracademy.co.uk
Jonathan Greenall	Deputy Headteacher and SENDCo	Jonathan.Greenall@endeavouracademy.co.uk
Greg Corcoran	Governor with responsibility for attendance	Greg.Corcoran@eastdurham.ac.uk
Alison Pattison	Family Worker	Alison.Pattison@endeavouracademy.co.uk

If a pupil is going to be absent from school, parents and carers should contact the main reception between 8am and 8:30am.

If a pupil, parent/carer or family is having difficulty with attending school and requires advice, help or support then they can contact:

Name	Role / type of help	Contact details
Louise Brewer	Miss Brewer, as Careers Lead, plays a key role in supporting improved attendance to ensure a successful post-16 transition. She works with students and their families to identify reasons for absence and refers them to the appropriate Tutor or Pastoral Team member to develop an attendance support plan, helping students stay engaged and prepared for life after school.	0191 5185595
Alison Pattison	In her role as Family Worker, Alison works in partnership with parents and carers to overcome barriers at home, establish positive routines, and strengthen the connection between home and school, ensuring a supportive environment for the young persons success.	0191 5185595
Gillian Setterfield	As Wellbeing and Attendance Mentor, Mrs Setterfield provides targeted mental health support, including morning interventions for students who benefit from a calm, structured	0191 5185595

	start to the day. Through her keyworker role, she helps young people build and maintain positive relationships, offering consistent support that significantly aids in their successful transition and ongoing engagement with school life.	
Laura Rosamond	Mrs Rosamond is a Higher-Level Teaching Assistant who delivers tailored support to students facing challenges with academic self-esteem or barriers to engaging in work-related tasks. Her focus is on developing core academic skills and empowering students to work towards achieving their GCSEs and other relevant qualifications.	0191 5185595
SEND Team: Laura Stock Jonathan Greenall	Miss Stock, our Assistant SENCO, supports students with additional needs by conducting assessments, coordinating SEN Support Plans, and arranging targeted classroom interventions. Her role also includes helping to improve attendance by addressing barriers linked to SEND, ensuring students are fully supported in accessing their education. Mr Greenall is the Deputy Headteacher, who also serves as SENDCo. Mr Greenall plays a key role in supporting improved attendance by identifying and addressing barriers to learning for students with additional needs. Through tailored adaptations and inclusive strategies, they ensure all students can access the curriculum without disadvantage, promoting consistent engagement and progress in school.	0191 5185595
Lesley Wood	As Deputy Head of School, Mrs Wood oversees all attendance support plans, ensuring effective monitoring and implementation. She provides guidance to staff and coordinates referrals to external partner agencies when appropriate, to ensure timely and targeted support for students.	0191 5185595

Help & Support

Where help or support is needed with attendance the sooner school know about this, the quicker people can work together to support with this. Where needed this can involve other services to make sure that pupils and their families get the right support, at the right time from the right people.

Children Missing from Education

If a pupil's whereabouts are not known following enquiries schools can legally remove pupils from the admission register (the school roll) after 20 school days of unauthorised absence. It is **vital that parents keep school informed of any change of details** and regularly update them if details change. Pupils place in schools are at risk if whereabouts are not known. Children Missing from Education must be reported to the Local Authority and the matter may be treat as a safeguarding issue.

Introduction to our school attendance vision and ethos

Endeavour Academy seeks to ensure that all of its pupils receive an education which maximises opportunities for each pupil to realise his/her true potential. The school will strive to provide a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn within a culture that promotes the benefits of high attendance.

Regular school attendance plays a vital role in children's wellbeing and their education, ensuring that their current learning needs are being met but also building their future ability to learn.

As attendance is the essential foundation to positive outcomes for all pupils', improving attendance is everyone's business, a concerted effort across all teaching and non-teaching staff in school, the trust / governing body, the local authority, and other local partners.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, the school and partners will work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

Specific roles and responsibilities have been published in the Working Together to improve school attendance statutory guidance.

We recognise the link between regular attendance and the well-being, development and achievement of our students / pupils. We expect everyone to attend every session they are able to, to benefit from the learning and pastoral opportunities and support we offer.

Communication is vital to ensure we are able to work with our parents and pupils and support attendance.

We ask that parents check the contact details, address and emergency contact information held by the school are up to date are communicated to school as soon as possible as it is extremely important school can contact parents in an emergency, keep parents informed of events and progress or discuss any concerns at the earliest opportunity.

The school day

The school day is from 8:45am until 2:30pm. There is a clearly marked vehicle drop off point outside of the main East Durham College site where staff will be waiting to welcome students and direct them Endeavour Academy which is based on the second floor of East Durham College, Willerby Grove Campus.

Registration is 8:45am until 9am. Pupils must be in school to be marked present, otherwise another appropriate code will be used (Attendance codes appended).

If your child is late for school:

All children arriving late at school will be asked the reason for their lateness and this will be recorded on our school attendance system (SIMS).

Pupils arriving late for registration, but before the register has closed will be recorded as late (L code).

In line with government guidance the registers will close at 9:15am.

Pupils who are not present before the register closes but attend during the session will be recorded as a U code unless the reason means another code is more appropriate. The U code is an unauthorised absence.

Arriving late to school can be disruptive and unsettling to the child and the rest of their class. Parents / carers should contact staff via reception on 0191 5185595 as early as possible, if there are any issues which are affecting a pupil's ability to attend school on time.

If a child is late (after registers close) for school on a number of occasions

Letters will be sent to parents and carers detailing the number of late sessions recorded and the impact on learning.

If the school continues to have concerns about a child's punctuality

To address continued lateness, the school will take additional steps including support from the Pastoral team, arranging meet-and-greet sessions to offer support and discuss concerns with parents or carers. Where lateness remains unauthorised despite interventions, the school will work with partner agencies and may make a referral to the local authority for further action.

Term dates and planned Inset days

The school calendar is available on the school website in the curriculum section, www.endeavouracademy.co.uk Paper copies of the school calendar are available from the school office or can be requested by contacting us at enquiries@endeavouracademy.co.uk

Leave of Absence in Term Time

Head teachers are expected to restrict leave of absence in term-time to the specific circumstances in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. There is discretion to consider exceptional circumstances based on the individual facts, circumstances and background behind the request. Permission should be (academies)/ must be (maintained schools and non-maintained special schools) requested in advance by a parent the pupil normally lives with completing the form. For information regarding leave of absence applications and forms please contact us on email at enquiries@endeavouracademy.co.uk or by phone on 01915185595.

Where a leave of absence is granted, the head teacher will determine the number of days a pupil can be away from school.

A leave of absence is granted entirely at the head teacher's discretion. If an application is not made for leave then the absence will be recorded as unauthorised regardless of circumstances.

The DfE have stated that generally they do not consider the need or desire for a holiday or other absence for leisure or recreation to be an exceptional circumstance.

Parents and carers are expected to contact the school office between 8:00am and 8:30am to report any student absence. Early communication enables staff to offer timely support and appropriate interventions where necessary. In the absence of any notification, the school will initiate contact using the parent/carer and emergency contact details held on record. It is essential, for safeguarding purposes, that the school is informed of any absence prior to the start of the school day.

For information on support and processes refer to 'flow chart of interventions' (Appendix 2).

On the first day of absence

If a pupil is to be absent for any reason, parents or carers are asked to contact the school on 0191 5185595 before 8:30am, providing a reason for the absence. If a pupil is absent from school and there is no contact from parents/carers, then school will contact home to find out why the pupil not in school. This contact will initially be made by telephone, if we do not get a response we will look to carry out a home visit.

Appointments should be made outside of school time where possible. Endeavour Academy work in partnership with a number of agencies. Where we can accommodate and, with prior arrangement, we are welcoming of appointments being held in school. If this is not possible, your child should miss the minimum amount of school time necessary. If they are well enough to come back to school following the appointment they should do.

Periods of extended absence

Parents and carers are requested to contact the school on each morning of a pupil's absence, except in cases of illness where isolation is advised to prevent the spread of infection, or where a specific timeframe for absence has been recommended by a medical professional.

No reason for absence provided

If initial attempts to contact a parent or carer are unsuccessful, the school will use the emergency contact numbers held on record. Where there are concerns regarding a student's welfare or safeguarding, and no contact can be established, the school may conduct a home visit to ensure the student's wellbeing. In cases of significant concern, further action may be taken in line with the school's safeguarding procedures, which may include referral to external agencies.

If the school do not receive a reason for any absence, it will be recorded as unauthorised. Regular absence and unauthorised absences could result in more formal action.

Where 10 or more unauthorised absences are recorded in any 10-school week period the school must consider whether a penalty notice may be appropriate and if so will refer the matter to the local authority. Note: 1 school day = 2 sessions.

Absence authorisation

The High Court has confirmed that the school's Head Teacher authorises absences. In some circumstances, the school may request that parent's provide medical evidence to support absences.

We want to support all our pupils to ensure they can access their education and will take a support first approach. This will sometimes require communications and conversations to better understand the circumstances which may lead to absence.

Promoting good attendance and punctuality

Endeavour Academy is a small, nurturing provision specifically designed to meet the needs of students whose social, emotional, and mental health (SEMH) challenges have impacted their ability to attend and engage consistently in a mainstream educational setting.

During the application and admissions process, it is clearly communicated that regular and punctual attendance is a key expectation for all students. This ensures that they can fully benefit from the personalised support and interventions available within the school.

We work in partnership with parents and carers to promote and sustain high levels of attendance. A collaborative approach is vital to enable students to achieve their full potential.

As a school, we take the following steps to support and encourage positive attendance:

- Submit daily attendance returns to the Department for Education, in accordance with statutory requirements;
- Develop strong relationships and work closely with families to identify and overcome barriers to attendance;
- Provide regular updates to parents and carers on their child's attendance via Class Charts and in letters sent home.
- Give parents/carers details on attendance in our school newsletters, on the school website.
- Promote the value of good attendance through the Class Charts reward system, where students earn points that can be exchanged for prizes;
- Maintain accurate admissions and attendance registers and implement robust daily procedures to monitor and follow up on absences;
- Celebrate high attendance by recognising and sharing individual and group achievements through displays and communications;
- Recognise and reward improved or consistently good attendance through the school's reward systems and celebrations.

Attendance data

At Endeavour Academy, we are committed to using data proactively and purposefully to improve attendance across the Academy, with a particular focus on pupils or cohorts who may require targeted support. Our strategy is designed to ensure early identification of emerging patterns of poor attendance so that appropriate interventions can be implemented swiftly and collaboratively—before attendance issues become entrenched.

Our approach includes the following key actions:

Regular Analysis of Attendance Data;
We routinely analyse attendance data at multiple levels—including whole school, year group,

class/form, and individual pupil level—to identify trends and concerns. This enables us to spot early signs of declining attendance and take timely action.

Targeted Monitoring of Key Cohorts;
Specific attention is given to identified pupil groups, such as:

- Pupils in receipt of Free School Meals (FSM)
- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils eligible for Pupil Premium
- Children who are Looked After (CLA) or have a social worker
- Pupils with a history of persistent absence or low attendance

By monitoring these cohorts, we can better tailor support to their individual circumstances and challenges.

Informing Intervention and Support
Attendance data informs decisions on the level and type of intervention required, guiding discussions between staff, pupils, and families. This may include personalised support plans, referrals to Early Help, or engagement with external professionals through Team Around the Family (TAF) or Team Around the School (TAS) frameworks.

Ongoing Evaluation of Impact
We continuously monitor attendance data to assess the effectiveness of interventions. This ensures that strategies are having the desired impact and are adapted as needed to meet changing needs.

Communication of Attendance Information
Attendance data is shared regularly with:

- **Parents and Carers**: via Class Charts, termly reports, parent meetings, and individual correspondence when concerns arise.
- **Staff**: through weekly briefings, pastoral meetings, and targeted updates to ensure a whole-school approach.
    - **External Agencies**: including Early Help, TAF/TAS, and the Local Authority when appropriate, in line with safeguarding and escalation procedures.

Our aim is to foster a culture where attendance is valued and every pupil is supported to engage fully in their learning. Through data-informed practice, early intervention, and strong partnerships with families and external services, we work to ensure that all students attend regularly and thrive in their education.

Absence concerns

Parents / carers may identify potential issues where there is a change in the child's attitude to school or in their willingness to attend. If this is the case, concerns should be shared with school

swiftly, so that we can work together to ensure that school attendance does not decline. The earlier concerns are identified and shared, the quicker they may be resolved.

Persistent absence

Pupils who miss 10% or more of their sessions at school are identified as persistently absent.

At Endeavour Academy, we are committed to preventing persistent absence through early identification and intervention. A wide range of early help strategies are available to support students and families, as outlined in the flowchart in Appendix 2. Where appropriate, this may include referral to external agencies to provide additional, targeted support.

Severe absence

Pupils who miss 50% or more of their sessions at school are identified as severely absent.

At Endeavour Academy, we take a proactive and multi-agency approach to prevent students from reaching this level of absence. Where severe absence is identified or at risk of occurring, the school will intensify support and intervention efforts. These may include:

- Home visits to assess barriers to attendance and offer support
- Individual Attendance Support Plans developed with the pupil and family
- Increased communication and planning meetings with parents/carers
- Pastoral mentoring and emotional support through key workers or designated staff
- Referral to the School Nurse, Educational Psychologist, or CAMHS where appropriate
- Engagement with the Local Authority's Attendance Support Team
- Involvement of Early Help, Team Around the Family (TAF), or other safeguarding services

If external agencies are not already involved, the school will make appropriate referrals to ensure a coordinated response to the student's needs. All actions taken are aimed at removing barriers to attendance, promoting re-engagement, and supporting the pupil's wellbeing and long-term success.

Attendance Support Plans

Attendance Support plans will be in place for any student accessing level 2 support or above. Review meetings will take place where actions will be set and tracked accordingly.

National framework for penalty notices and other legal intervention

To improve consistency of practice across the country there is a national framework for penalty notices.

At the point where there are 10 unauthorised absence sessions recorded in any 10 school-week period (1 school day = 2 sessions), schools must consider if:

- further support is appropriate.
- support is appropriate but is not being engaged with.
- support is appropriate but is not improving attendance.
- support is not needed, such as in cases of term-time leave of absence.

If support is appropriate, this should continue.

If support is appropriate but is not improving attendance or is not being engaged with, then a referral for consideration of legal intervention should be made to the local authority. This can include, but is not limited to a Notice to Improve, an application for an Education Supervision Order, Penalty Notice or Offence investigation Interview (PACE caution).

If support is not appropriate, such as where a holiday in term-time has taken place, a referral for a penalty notice will be made. (DCC - Penalty Notice Code of Conduct)

Penalty notices offer the opportunity to deal with an irregular attendance offence without the need to go to court. Penalty notices are issued at a rate of £160, reduced to £80 if paid within 21 days.

There is an escalation policy which means that if a second notice is issued within a three-year period, the second notice will only be payable at the rate of £160. Further offences will not be eligible for the offer of a penalty notice and parents may be prosecuted in court. (DCC - Penalty Notice Leaflet)

If penalty notices are not paid then a prosecution for the original irregular attendance offence will take place.

If convicted at court under section 444 of the Education Act for failing to secure the regular attendance of a registered pupil at school, a parent may be fined up to £1000 for each offence. If there is evidence that a parent knowingly failed to secure the attendance and there is no reasonable justification for this, they can be fined up to £2500 and/or face up to 3 months in prison, be subject to probation supervision or have a curfew imposed as maximum sentences.

Pupils with specific needs

This Policy accounts for the specific needs of individual pupils and pupil cohorts.

This Policy will be applied fairly and consistently, considering the individual needs of pupils/ families who have specific barriers to attendance.

In the development and implementation of this attendance policy, Endeavour Academy fully upholds its duties under the **Equality Act 2010** and aligns with the principles set out in the **United Nations Convention on the Rights of the Child (UNCRC)**.

We are committed to ensuring that our attendance practices are inclusive, equitable, and free from discrimination. All pupils, regardless of their background, circumstances, or protected characteristics—including disability, race, gender, religion or belief, sexual orientation, or socio-economic status—have the right to access education and to be supported in attending school regularly.

This policy recognises and promotes:

- **Article 28 of the UNCRC**: Every child has the right to an education.
- **Article 2**: All children have rights without discrimination.
- **Article 3**: The best interests of the child must be a top priority in all decisions affecting them.

We actively consider individual circumstances that may affect attendance, particularly for pupils with special educational needs and disabilities (SEND), children in care, young carers, and those with social care involvement. Reasonable adjustments and personalised support are provided where necessary to remove barriers to regular attendance.

By embedding equality and children's rights into our attendance policy, we aim to foster a supportive and fair school environment where every pupil is given the opportunity to thrive.

This policy is supported by our policies on:

Promoting Positive Behaviour and Safeguarding.

APPENDIX 1 **The school and all partners will work together to:**

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

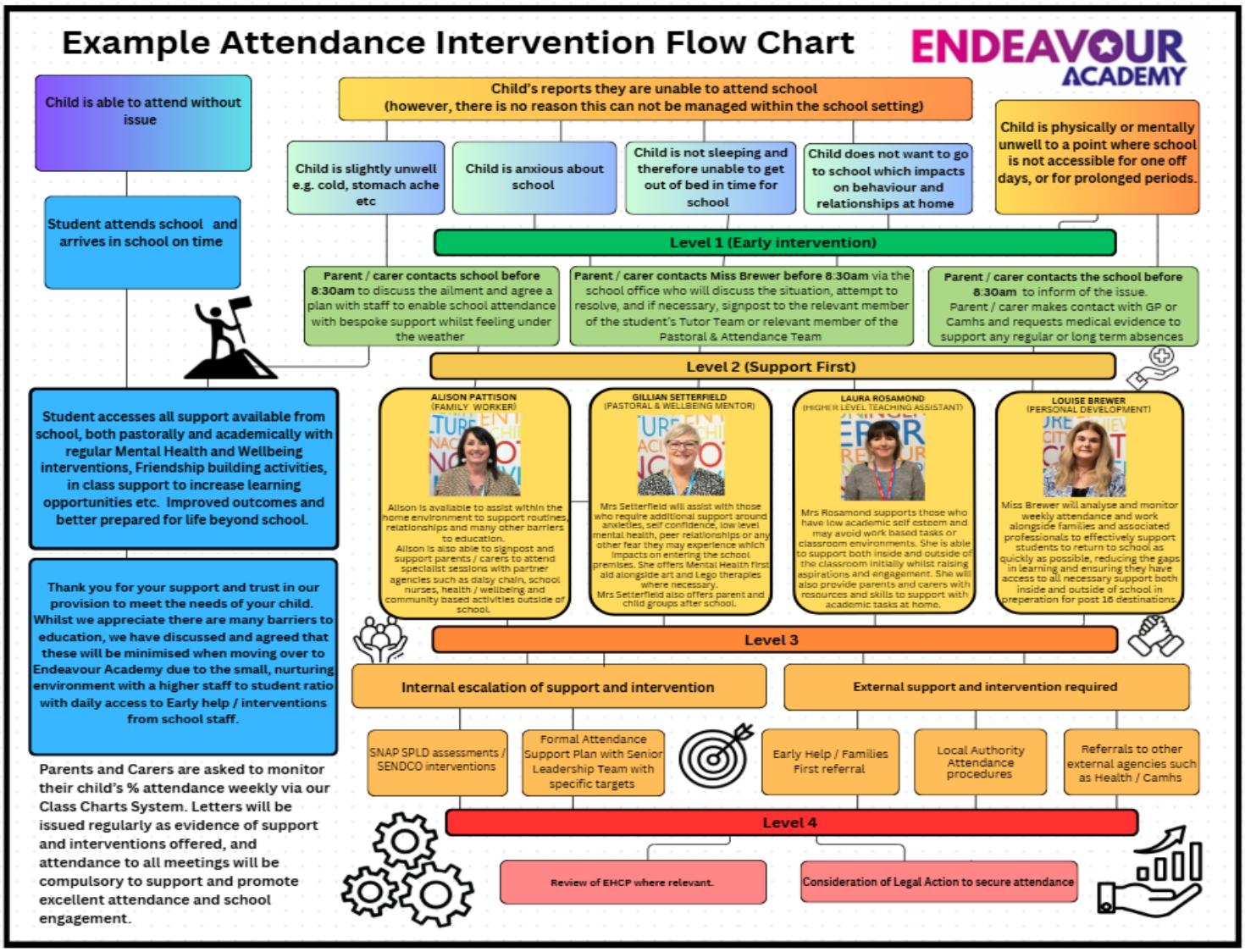
FORMALISE SUPPORT

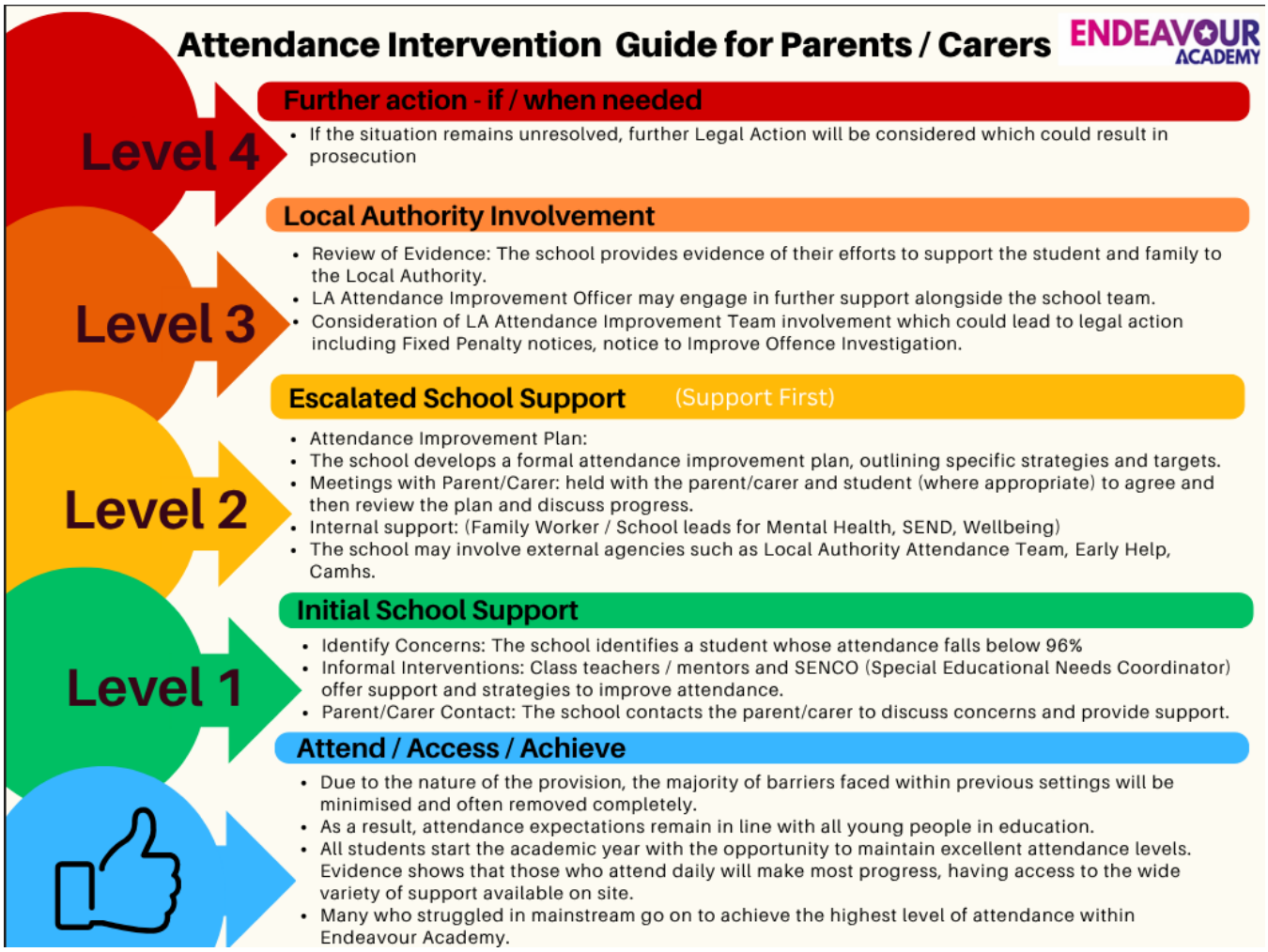
Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this mayinclude formalising support through a parenting contract or education supervision order.

ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

Appendix 2


Example Attendance Intervention Flow Chart
ENDEAVOUR ACADEMY
Child is able to attend without issue
Student attends school and arrives in school on time
Student accesses all support available from school, both pastorally and academically with regular Mental Health and Wellbeing interventions, Friendship building activities, in class support to increase learning opportunities etc. Improved outcomes and better prepared for life beyond school.
Thank you for your support and trust in our provision to meet the needs of your child. Whilst we appreciate there are many barriers to education, we have discussed and agreed that these will be minimised when moving over to Endeavour Academy due to the small, nurturing environment with a higher staff to student ratio with daily access to Early help / interventions from school staff.
Parents and Carers are asked to monitor their child's % attendance weekly via our Class Charts System. Letters will be issued regularly as evidence of support and interventions offered, and attendance to all meetings will be compulsory to support and promote excellent attendance and school engagement.
Child's reports they are unable to attend school (however, there is no reason this can not be managed within the school setting)
Child is slightly unwell e.g. cold, stomach ache etc
Child is anxious about school
Child is not sleeping and therefore unable to get out of bed in time for school
Child does not want to go to school which impacts on behaviour and relationships at home
Child is physically or mentally unwell to a point where school is not accessible for one off days, or for prolonged periods.
Level 1 (Early intervention)
Parent / carer contacts school before 8:30am to discuss the ailment and agree a plan with staff to enable school attendance with bespoke support whilst feeling under the weather
Parent / carer contacts Miss Brewer before 8:30am via the school office who will discuss the situation, attempt to resolve, and if necessary, signpost to the relevant member of the student's Tutor Team or relevant member of the Pastoral & Attendance Team
Parent / carer contacts the school before 8:30am to inform of the issue. Parent / carer makes contact with GP or Camhs and requests medical evidence to support any regular or long term absences
Level 2 (Support First)
ALISON PATTISON
(FAMILY WORKER)
Alison is available to assist within the home environment to support routines, relationships and many other barriers to education.
Alison is also able to signpost and support parents / carers to attend specialist sessions with partner agencies such as daisy chain, school nurses, health / wellbeing and community based activities outside of school.
GILLIAN SETTERFIELD
(PASTORAL & WELLBEING MENTOR)
Mrs Setterfield will assist with those who require additional support around anxieties, self confidence, low level mental health, peer relationships or any other fear they may experience which impacts on entering the school premises. She offers Mental Health first aid alongside art and Lego therapies where necessary.
Mrs Setterfield also offers parent and child groups after school.
LAURA ROSAMOND
(HIGHER LEVEL TEACHING ASSISTANT)
Mrs Rosamond supports those who have low academic self esteem and may avoid work based tasks or classroom environments. She is able to support both inside and outside of the classroom initially whilst raising aspirations and engagement. She will also provide parents and carers with resources and skills to support with academic tasks at home.
LOUISE BREWER
(PERSONAL DEVELOPMENT)
Miss Brewer will analyse and monitor weekly attendance and work alongside families and associated professionals to effectively support students to return to school as quickly as possible, reducing the gaps in learning and ensuring they have access to all necessary support both inside and outside of school in preperation for post 16 destinations.
Level 3
Internal escalation of support and intervention
External support and intervention required
SNAP SPLD assessments / SENDCO interventions
Formal Attendance Support Plan with Senior Leadership Team with specific targets
Early Help / Families First referral
Local Authority Attendance procedures
Referrals to other external agencies such as Health / Camhs
Level 4
Review of EHCP where relevant.
Consideration of Legal Action to secure attendance


Attendance Intervention Guide for Parents / Carers
ENDEAVOUR ACADEMY
Level 4
Further action - if / when needed
If the situation remains unresolved, further Legal Action will be considered which could result in prosecution
Level 3
Local Authority Involvement
Review of Evidence: The school provides evidence of their efforts to support the student and family to the Local Authority.
LA Attendance Improvement Officer may engage in further support alongside the school team.
Consideration of LA Attendance Improvement Team involvement which could lead to legal action including Fixed Penalty notices, notice to Improve Offence Investigation.
Level 2
Escalated School Support (Support First)
Attendance Improvement Plan:
The school develops a formal attendance improvement plan, outlining specific strategies and targets.
Meetings with Parent/Carer: held with the parent/carer and student (where appropriate) to agree and then review the plan and discuss progress.
Internal support: (Family Worker / School leads for Mental Health, SEND, Wellbeing)
The school may involve external agencies such as Local Authority Attendance Team, Early Help, Camhs.
Level 1
Initial School Support
Identify Concerns: The school identifies a student whose attendance falls below 96%
Informal Interventions: Class teachers / mentors and SENCO (Special Educational Needs Coordinator) offer support and strategies to improve attendance.
Parent/Carer Contact: The school contacts the parent/carer to discuss concerns and provide support.
Attend / Access / Achieve
Due to the nature of the provision, the majority of barriers faced within previous settings will be minimised and often removed completely.
As a result, attendance expectations remain in line with all young people in education.
All students start the academic year with the opportunity to maintain excellent attendance levels. Evidence shows that those who attend daily will make most progress, having access to the wide variety of support available on site.
Many who struggled in mainstream go on to achieve the highest level of attendance within Endeavour Academy.