

**TRINITY ACADEMY NEWCASTLE TRUST**

**ATTENDANCE POLICY**

**Approved by the Committee – March 2021  
On behalf of the Board**

**Next Review Date – March 2022**

## **Introduction**

Our job at Trinity Academy Newcastle Trust (The Trust) is to prepare your child for life. The well planned curriculum looks at the child as a whole person, preparing them for adulthood, relationships and the possibility that one day they may become a parent. Our aim is to give each learner knowledge and wisdom to make informed decision. Positive school attendance is central to raising standards in education and ensuring all learners can fulfil their potential. Learners who attend school on a regular basis and are offered access to high-quality teaching and learning opportunities will usually leave school with qualifications and access to greater employment opportunities. The links between attendance and achievement are strong, and high levels of attendance at school should be a right of each learner.

## **The Trust's Attendance Improvement Strategy**

The Trust is focused and is striving to improve our overall Trust attendance. We believe in a proactive approach, this will be supported if we can reduce the percentage of our population who fall into PNA (persistent non attendees) category. The Senior Leadership Team (SLT) have strategically recognised that a more flexible, responsive and personalised approach towards the curriculum could provide enhanced impact. This approach will further support our capacity to engage and educate our hardest to reach cohort. We will continue applying our corroborated strategies to improve attendance whilst looking to develop further strategies to support an overall attendance improvement.

Students should aim for 100% attendance.

### **When they are in The Trust they can:**

Feel a sense of safety, acceptance and belonging and are therefore SAFE; Access support, advice and opportunities to develop and grow physically, socially and emotionally in order to be HEALTHY; ENJOY and ACHIEVE through the experience of a stimulating and challenging educational environment which promotes, recognises and celebrates all achievements and therefore have greater opportunity to and realise later ECONOMIC WELL-BEING; Make a POSITIVE CONTRIBUTION to our responsibilities, and beyond.

Good attendance is inextricably linked with academic attainment and personal fulfilment. At The Trust we will strive to provide an ethos and environment, which:

- Is welcoming, caring and supportive wherein all our students feel valued and accepted;
- Is stimulating and challenging wherein all our students are encouraged toward achieving their fullest potential;
- Promotes supports and celebrates student attendance and achievement.

## **Policy Aims**

- To encourage full Trust attendance for all students;
- To make attendance a priority for all those associated with the Trust, including students, parent/carers, staff and governors;
- To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks;

- To establish a system for responding effectively to student absence;
- To provide support, advice and guidance to students and parent/carers;
- To develop a systematic approach to gathering and analysing attendance related data;
- To further develop positive and consistent communication between home and the Trust;
- To implement a system of rewards and sanctions where appropriate;
- To promote effective partnership with the Local Authority and with other services and agencies.

### Entitlements & Responsibilities

<b>Learners</b>	
<b>Are entitled to:</b>	<b>Are responsible for:</b>
<ul style="list-style-type: none"> <li>• Benefit fully from the educational opportunities available to them;</li> <li>• A stimulating and challenging curriculum that is geared to meet their individual needs;</li> <li>• Experience a sense of safety and security;</li> <li>• Feel a sense of belonging and participation within the Trust community;</li> <li>• Have access to systems of student representation;</li> <li>• Have their attendance recognised and celebrated;</li> <li>• Support to overcome attendance difficulties;</li> <li>• Be treated with respect and dignity.</li> </ul>	<ul style="list-style-type: none"> <li>• Attending the Trust and all lessons regularly and punctually;</li> <li>• Completing missed work owing to absence, where applicable;</li> <li>• Informing Trust staff, parent/carers and/or other significant persons of difficulties affecting Trust attendance;</li> <li>• Accepting the support made available to address attendance difficulties</li> </ul>

<b>Parents/Carers</b>	
<b>Are entitled to:</b>	<b>Are responsible for:</b>
<ul style="list-style-type: none"> <li>• Feel welcome and valued in the Trust;</li> <li>• Know about the Trust's attendance policy;</li> <li>• Be informed promptly about attendance concerns;</li> <li>• A named contact person responsible for attendance matters;</li> <li>• Receive attendance data on their child's attendance record;</li> <li>• Support to overcome attendance difficulties;</li> <li>• Be treated with respect and dignity.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that their child attends the Trust regularly and punctually;</li> <li>• Ensuring that the Trust is promptly informed of any reason for absence;</li> <li>• Ensuring that any holidays are not booked during term time.</li> <li>• Working with the Trust staff to resolve attendance difficulties/issues.</li> </ul>

<b>Staff with specific responsibilities for managing attendance</b>	
<b>Are entitled to:</b>	<b>Are responsible for:</b>
<ul style="list-style-type: none"> <li>• Expect that learners will attend regularly and punctually;</li> <li>• Support and guidance from the LA in managing attendance;</li> <li>• Be treated with respect and dignity.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that an attendance register is taken twice daily;</li> <li>• Having clear registration procedures;</li> <li>• Monitoring individual and overall attendance;</li> <li>• Coordinating support to learners and parent/carers to maintain regular attendance;</li> <li>• Developing positive communication/relationships with parent/carers;</li> <li>• Ensuring that the Trust attendance policy establishes effective systems and procedures for encouraging regular attendance and investigating the causes of poor attendance;</li> <li>• Setting attendance and absence targets;</li> <li>• Promoting an attendance culture;</li> <li>• Establishing systems to monitor and control post-registration truancy.</li> </ul>

<b>Trust Staff</b>	
<b>Are entitled to:</b>	<b>Are responsible for:</b>
<ul style="list-style-type: none"> <li>• To expect that learners will attend regularly and punctually;</li> <li>• Clear guidelines and expectations re-their role;</li> <li>• Support from senior management as necessary to fulfil role;</li> <li>• Be treated with dignity and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting the importance of attendance to all learners and parent/carers;</li> <li>• Sharing information with attendance colleagues that may impact upon attendance;</li> <li>• Ensuring that daily routines, lessons, events are adequately supervised and well organised;</li> <li>• Ensuring that the curriculum and its delivery motivates and challenges learners and meets their individual needs;</li> <li>• Holding high expectations of learners behaviour and achievement;</li> <li>• Creating a sense of security, acceptability and belonging for learners.</li> </ul>

<b>Senior Management And Trustees</b>	
<b>Are entitled to:</b>	<b>Are responsible for:</b>

<ul style="list-style-type: none"> <li>• Guidance from the LA on policy and practice issues;</li> <li>• Be treated with dignity and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing support and advice, as necessary, to enable Trust staff to fulfil their role;</li> <li>• Reviewing and endorsing the Trust attendance policy annually</li> <li>• Monitoring attendance and absence rates and setting targets for improvement within the Trust Improvement Plan</li> </ul>
---	--

## Registration Procedures

### Registration

Teacher/tutors are responsible for the twice-daily completion of the class/group manual registers. Registers are to be completed once during the morning and again during the afternoon.

Registers are closed after a thirty-minute period, the maximum time recommended by the DfE. The attendance data is input into the SIMS electronic register by teaching staff.

The Pastoral team will use the registers on Arbor to invoke the Trust's absence response continuum as necessary (see below)

### Off-site learning provision

Where learners are educated off-site and/or are in receipt of work related learning then external providers are required by the Trust to submit a weekly breakdown of attendance, including details of any absence. The relevant data information is submitted on Friday afternoon via e-mail and input into the electronic register on Arbor. It is incumbent upon external providers to provide the Trust with immediate notice of any learner's absence – irrespective of reasons for the absence.

### Un/authorised Absence

The Trust is obliged by law to differentiate between authorised and unauthorised absence. Telephone conversations and/or letters from parent/carers do not in themselves automatically authorise an absence. The appropriate Deputy Head/Pastoral Manager will authorise an absence on occasions when they are fully satisfied as to the validity of explanation/s offered by parent/carers.

### Late Arrivals

Learners arriving at the Trust late, post-register closure (after 8.45am), will be allocated a late mark in the electronic register on Arbor. Learner punctuality is regularly promoted. Any emerging patterns of learners 'lateness' will be promptly addressed by the site designated site lead for attendance and/or Pastoral team.

### Term Time Holiday absence

Learners are not entitled to holiday absence during term time. Holiday absence may only be granted by the Head of School in exceptional circumstances. Any request must be made in writing to the Head of School.

## Responding To Unauthorised Absence

A designated member of staff is responsible for managing the absence response continuum on each key stage site. The site Pastoral Manager, where the functions are separate, will maintain an overview of this process.

### **Stage 1**

On the first day a learner is absent, without notification, then the designated lead member of staff will contact home on the same morning, elicit reasons for absence and allocate attendance status accordingly. Should they fail to make contact by telephone then the Trust will continue to try establish contact.

The Trust will notify Children's Services if there is an unexplained absence of a student on a Child Protection Plan of more than two days duration (or one day following a weekend); or as agreed as part of any Child Protection Plan or core group meeting.

### **Stage 2**

Should a learner remain absent without explanation following this then a further phone calls will continue and 3<sup>rd</sup> day of absence a Safe and Well home visit will be made to try source a reason for learner absence.

### **Stage 3**

If there are frequent shorter periods of unauthorised absence, then parents/carers will be invited in for a meeting with the Pastoral Manager/Officer. This will result in a Parenting Contract, which will outline the commitment from the parent/carer as well as the expectations and support from the Trust. The Head of School will be informed and the academy will continue to support/track the impact of the Parenting Contract.

### **Stage 4**

Where a Parenting Contract is in place, but the expectations within it have not been fulfilled, then the Pastoral Manager/Officer should again meet with parents/carers to address any issues or concerns. Regular liaison between the Trust and the LA Attendance Team should also take place in order to decide if and when formal attendance monitoring should begin (this is the stage that must precede a prosecution). If the learner fails to achieve the targets stipulated in their Parenting Contract and/or fails to respond positively to the formal monitoring process, then the Local Authority may decide to prosecute the parent/carer.

Effective monitoring of attendance is essential. Key staff, such as the learner's teacher and/or support workers may have some valuable insight into factors, which may contribute to non-attendance and truancy in particular cases. If so then they are obligated work collaboratively with senior staff, parents and the learner to address the situation.

At any stage following the first day of absence the Pastoral Manager/Officer and/or Head of School may sanction a home visit by an appropriate member of Trust staff (in most cases this would be the Pastoral Team and/or Attendance Officer), where such a visit could be productive in supporting a student's attendance.

## **Strategies for Prioritising and Maintaining Good Attendance**

Within the Trust good attendance is prioritised, supported and maintained in a variety of ways. The following practices are common to all Trust key stages sites, with a modicum of differentiation as suits the differing age and developmental stages within the key stage continuum.

## **Attendance Codes**

The following codes are taken from the DfE's guidance on academy attendance.

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>/</b>	Present (am)	Student is present at morning registration
<b>\</b>	Present (pm)	Student is present at afternoon registration
<b>L</b>	Late arrival	Student arrives late before register has closed
<b>B</b>	Off-site educational activity	Student is at a supervised off-site educational activity approved by the academy
<b>D</b>	Dual registered	Student is attending a session at another setting where they are also registered
<b>J</b>	Interview	Student has an interview with a prospective employer/educational establishment
<b>P</b>	Sporting activity	Student is participating in a supervised sporting activity approved by the academy
<b>V</b>	Educational trip or visit	Student is on an educational visit/trip organised, or approved, by the academy
<b>W</b>	Work experience	Student is on a work experience placement

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>Authorised absence</b>		
<b>C</b>	Authorised leave of absence	Student has been granted a leave of absence due to exceptional circumstances
<b>E</b>	Excluded	Student has been excluded but no alternative provision has been made
<b>H</b>	Authorised holiday	Student has been allowed to go on holiday due to exceptional circumstances
<b>I</b>	Illness	Academy has been notified that a student will be absent due to illness
<b>M</b>	Medical/dental appointment	Student is at a medical or dental appointment
<b>R</b>	Religious observance	Student is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 student is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and Traveller absence	Student from a Traveller community is travelling, as agreed with the academy
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Student is on a holiday that was not approved by the academy

<b>N</b>	Reason not provided	Student is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
<b>O</b>	Unauthorised absence	Academy is not satisfied with reason for student's absence
<b>U</b>	Arrival after registration	Student arrived at academy after the register closed

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>X</b>	Not required to be in academy	Student of non-compulsory academy age is not required to attend
<b>Y</b>	Unable to attend due to exceptional circumstances	Academy site is closed, there is disruption to travel as a result of a local/national emergency, or student is in custody
<b>Z</b>	Student not on admission register	Register set up but student has not yet joined the academy
<b>#</b>	Planned academy closure	Whole or partial academy closure due to halfterm/bank holiday/INSET day

### **Attendance Rewards**

Each site operates an online reward system, ePraise which is explicitly geared to rewarding good attendance through Power of choice (the in-house rewards system). Points are awarded to learners for acceptable behaviour, attitude and regular attendance. A learner's points are allowed to accrue and totalled at the end of each week. Learners may then exchange points earned for access to a variety of planned activity options at the conclusion of each week. In the longer term points totals are more formally acknowledged, rewarded and awarded at end of term celebratory meetings.

### **Tutorials**

Weekly tutorial sessions afford teacher/tutors the opportunity and time to meet regularly with learners to review progress and plan personal attendance targets. Where attendance is an issue then progress will be reviewed discussed with additional pastoral support and intervention offered as necessary.

### **Weekly Celebrations**

On each of the sites a weekly celebration is held with the singular purpose of publicly acknowledging and celebrating learner achievement. Both individual and collective attendance successes feature regularly.

### **Displays**

The importance of attendance and learner achievement in attendance receive further public acknowledgement via display boards on each site.

### **Celebrating good attendance**

Good attendance is recognised and celebrated on both sites. Each school will hold a dedicated weekly assembly, ensuring that staff and students have a good level of understanding and ownership of the site's attendance.

### **Curriculum**

Good attendance will be continually reinforced through an engaging curriculum, with external speakers/agencies brought in as appropriate.

### **Working with parent/carers**

At the Trust we actively promote and encourage the involvement of all parent/carers through regular consultation on all aspects of their children's education care and safety. Parental/carer involvement is fundamental to the fostering of good working relationships with parent/carers. We endeavour to achieve this in the following ways:

- Teacher/tutors are expected to maintain regular telephone contact, weekly at minimum, with parent/carers unless agreed otherwise, to keep them informed of progress and/or share concerns;
- News and information about each site is relayed to parents and other stakeholders using the Trust's website;
- Parent/carers are encouraged to attend and contribute to attendance reviews and behaviour management planning meetings as required;
- Termly progress reports are sent to parent/carers – which include information on attainment, behaviour and attendance;
- Parent/carers are invited to attend end of term 'achievement celebration meetings';
- Any attendance concerns and associated targets to be enshrined in a Parenting Contract signed by all parties

### **Working with Others**

To assist us in achieving the best outcomes for our learner we fully recognise the importance of working in partnership with our colleagues and other professionals within LA.

### **Welcoming and Re/Integrating**

All Trust staff share the responsibility for the creation of a safe Trust community wherein all learners, irrespective of presenting behaviour and circumstance, feel welcomed and wanted. Such an environment can contribute significantly to the minimising of non-attendance and the success of reintegrating students following lengthy absence or period's exclusion.

We recognise that most learners may benefit from additional support following a period of absence. The Pastoral Manager/Officer is responsible for determining and coordinating the support necessary to facilitate a satisfactory and welcoming return to Academy. The Pastoral Manager /Officer will therefore:

- Ensure that all cases are responded to sensitively and on the basis of individual need;

- Involve parent/carer/s and other relevant stakeholders in any subsequent planning and monitoring process;
- Agree reintegration plan, support package, behaviour contract and timescale as necessary.

Any additional support needs may be identified and addressed by respective teacher/tutors.

### **Reduced and Alternative Offer Plans and Parenting Contracts**

A Reduced/Alternative plan may be agreed between the appropriate Head of School, Deputy Head, Outreach Teacher or Pastoral Manager/Officer and a learner’s parents/carers. This will stipulate any special arrangements (including, where appropriate, a reduced timetable) that are set out to ensure that the learner can re-engage/maintain engagement in learning. This will be reviewed at the end of Stage 1 (6 weeks), with parents/carers invited to meet with the appropriate Trust staff. The aim should always be to return to a full-time timetable as soon as possible or appropriate.

A Parenting Contract is put in place specifically where an issue or concern with a learner’s attendance has been identified, usually where a learner is classified as persistently absent. The Parenting Contract will provide a clear outline of the expectations on parents/carers and the securing of improved attendance from the learner. As with the reduced/alternative plan this should be reviewed half-termly, and can be brought to an end once the learner has demonstrated the capacity to maintain regular good attendance.

### **Policies Supporting Attendance**

- The consistent application of the principles, advice and procedures within the following policies collectively represent our endeavour to ensure, together with our School Improvement Plan, that our learners experience the Trust as a place wherein:
- Their rights and responsibilities are equally respected and promoted;
- Staff are found to be accepting, supportive and caring;
- The limits of acceptable behaviour are clear, rules are applied consistently and expectations are high;
- The environment is welcoming, safe and valuing;
- The curriculum and related activities are developmentally appropriate, stimulating and challenging;
- They feel their views and opinions are important and acted upon wherever possible;
- Where differences are celebrated and all forms of discrimination are prohibited;
- Systems are established to enable them to seek additional support, to make their views known and/or complain.

Anti-bullying

Behaviour & Discipline

Safeguarding Children

Equality & Diversity

Complaints

Health and Safety

Curriculum

Risk assessment

## **Monitoring & Evaluation**

In addition, weekly and termly attendance statistics are collated and disseminated in relation to:

- Whole Trust targets for attendance and persistent absence
- The attendance and persistent absence rates of identified cohorts
- The rate at which learners are improving their attendance, both within the Trust and in comparison to their last educational placement
- Key themes and trends, such as difficulty of travel to the Trust
- The designated Trust lead for attendance will monitor the implementation and effectiveness of all systems on a termly basis.

The Deputy Head and Pastoral Manager/Officer will meet fortnightly to discuss attendance for all learners; current plans are evaluated and new strategies put in place where necessary.

## **School Improvement Plan (SIP)**

Improving attendance remains one of our key Trust priorities and as such has a specific place on our SIP.

## **Addendum for recording and reporting attendance due to COVID-19**

This is an addendum to the non-statutory [school attendance: guidance for schools](#). It replaces temporary guidance documents on recording attendance during the outbreak.

For ease of reference, it explains and illustrates changes made to regulations governing school attendance registers in relation to coronavirus (COVID-19) from 24 August 2020 for use in the 2020 to 2021 academic year. It should be read in conjunction with the wider guidance document which gives advice on other usual attendance duties and processes that remain in force.

### Attendance expectations

From the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply, including:

1. parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil
2. schools' responsibilities to record attendance and follow up absence
3. the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct

### Not attending in circumstances related to coronavirus (COVID-19)

Although school attendance is mandatory from the start of the autumn term, there are some circumstances where pupils cannot attend school due to coronavirus (COVID-19). A new category of non-attendance has been added to cover 'not attending in circumstances related to coronavirus (COVID-19)', this will be coded using an 'X' code.

This category will be used to record sessions that take place in the 2020 to 2021 academic year where a pupil does not attend because their travel to, or attendance at, school would be:

1. contrary to guidance relating to the incidence or transmission of coronavirus (COVID-19) from Public Health England (PHE) and/or the Department of Health and Social Care (DHSC)
2. prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of coronavirus (COVID-19)

In line with the Secretary of State's expectation that no parent will be penalised for following official public health advice for their child not to attend a given session, this new category of non-attendance will not count as an absence (authorised or unauthorised) for statistical purposes.

In line with current legislation, and current guidance from PHE and DHSC, examples are as follows.

Pupils who are required to self-isolate as they, or a member of their household, has symptoms or confirmed coronavirus (COVID-19)

View [stay at home: guidance for households with possible or confirmed coronavirus \(COVID19\) infection.](#)

Pupils who have symptoms should self-isolate and get a test.

If a pupil tests negative and if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating and return to school. If the pupil remains unwell following the test (such as with a different illness), then they will be recorded as code I – illness, as would usually be the case. Code X will only be used up until the time of the negative test result. Codes in the attendance register will not be changed retrospectively due to a negative test result.

If a pupil tests positive, they should continue to self-isolate for at least 10 days from the onset of their symptoms. They should only return to school if they do not have symptoms other than a cough or loss of sense of smell or taste (anosmia). This is because a cough or anosmia can last for several weeks once the infection has gone. Code X will be used for the period of self isolation until the test. After the pupil tests positive they should be recorded as code I (illness) until they are able to return to school.

If someone in the pupil's household has symptoms, the household should self-isolate and the member of their household should get a test.

If the member of the household tests negative, the pupil can stop self-isolating and can return to school. Code X will only be used up until the time of the negative test result when the pupil can return to school.

If the household member tests positive, the pupil should continue self-isolating for the full 10 days from when the member of their household first had symptoms. Code X will be used during this period.

In all cases of self-isolation, parents are expected to inform the Academy about the outcome of a test but evidence of negative test results or other medical evidence will not be compulsory before admitting children or welcoming them back after a period of self-isolation.

Pupils who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed coronavirus (COVID-19)

View [stay at home: guidance for households with possible or confirmed coronavirus \(COVID19\) infection](#) and [NHS test and trace](#) guidance.

Pupils may not have symptoms themselves but may be required to self-isolate if they are a close contact of someone with coronavirus (COVID-19).

The [NHS test and trace](#) guidance states that a person should self-isolate for 10 days if they have had recent close contact with a person who has tested positive for coronavirus (COVID19). In the event of a confirmed coronavirus (COVID-19) case in the school community, the local health protection team will provide advice on who this applies to, advising them to self-isolate for 10 days since they were last in close contact with the person that has tested positive when they were infectious. Code X will be used for these pupils during this period.

### **Pupils who are required by legislation to self-isolate as part of a period of quarantine**

View guidance on [how to self-isolate when you travel to the UK](#).

As usual, parents should plan their holidays within school breaks and avoid seeking permission to take their children out of school during term time. Families should also consider that their child may need to self-isolate following trips overseas that require a period of quarantine. If a pupil is required to be in quarantine on arrival in, or return to, the UK, code X will be used in the register.

### **Pupils who are clinically extremely vulnerable in a future local lockdown scenario only**

View [guidance on shielding and protecting extremely vulnerable persons from Covid-19](#).

Shielding advice for all adults and children paused on 1 August 2020. This means that even the small number of pupils who will remain on the shielded patient list can return to school, as can those who have family members who are shielding.

If in future, rates of the disease rise in local areas, children still on the shielding list (or family members still on the shielding list) from that area, and that area only, may be contacted by the government and advised to stay at home and shield during the period where rates remain high. Families will receive a letter if they are required to shield again that parents will be able to share with the school. Non-attendance in accordance with guidance from PHE or the DHSC should be recorded as code X.

The Academy will contact parents of pupils who are shielding when measures in the local area are lifted and shielding is paused again, to set out the expectation that they can return to school. Code X will not be used for sessions after the pupil has been advised to return to school.

### **Local lockdown**

If rates of the disease rise locally, schools may need to prevent some pupils from attending. The Academy will follow PHE or DHSC guidance on what measures are necessary in the event of local lockdown. Where attendance is to be limited to certain groups, 'not attending in circumstances related to coronavirus (COVID-19)' - code X - will be used for pupils who are asked not to attend.

### **Remote education**

If a pupil is not attending school due to circumstances related to coronavirus (COVID-19), the Academy will offer them access to remote education. A record will be kept of students' engagement with this activity as outlined in the remote learning handbook. Engagement in

remote learning is important to ensure pupils don't fall behind in their learning, however it is important for children to be in school as much as possible so remote learning should only be accessed when a pupil is unable to attend the Academy due to authorised circumstances and will count as an **absence** for the pupil.

#### Data collection

Collection of school attendance data as part of the school census will resume in January 2021, collecting data for the autumn term 2020. Subject to the necessary legislation being made, from January 2021, the census will collect attendance codes in addition to absence codes.

**Signed on behalf of the Board:**

A handwritten signature in black ink, appearing to read 'P. J. Carter', with a long horizontal stroke extending to the right.

---

**Peter Carter (Chairperson of the Board)**

**Date: March 2021**