



# Attendance Policy

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# 1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure students have the support in place to attend school

We will also promote and support punctuality in attending lessons.

# 2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- It also refers to:
- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)

# 3. Roles and responsibilities

## 3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate

- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

### **3.2 The headteacher**

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

### **3.3 The designated senior leader responsible for attendance**

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes

- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families

The designated senior leader responsible for attendance is Rena Johnson.

### **3.4 The attendance officer**

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence

The attendance officer is Megan Cunningham.

### **3.5 Class teachers/Form tutors**

Are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office on the same day.

### **3.6 School admin/office staff**

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to relevant staff, where appropriate, in order to provide them with more detailed support on attendance

### **3.7 Parents**

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day and/or when expected in school on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child. Every student should have at least two numbers.
- Ensure that, where possible, appointments for their child are made outside of the school day

- Seek support, where necessary, for maintaining good attendance, by contacting Rena Johnson, attendance lead.

### **3.8 Students**

Students are expected to:

- Attend every timetabled session, on time

## **4. Recording attendance**

### **4.1 Attendance register**

We will keep an electronic attendance register on Arbor, and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a student is attending an approved educational activity
- The nature of circumstances, where a student is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 9.15am and ends at 14.45pm.

Students must arrive in school by 9.15am on each school day.

The register for the first session will be taken at 9.15am and will be kept open until 9.30am. The register for the second session will be taken at 9.30am and will be kept open until 10am.

### **4.2 Unplanned absence**

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible, by calling the school office staff, who can be contacted via telephone via 0208 665 2605.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

### 4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student's parent notifies the school in advance of the appointment. Parents should send a request via email directly to the headteacher and attendance officer.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

### 4.4 Lateness and punctuality

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

#### Identification of Punctuality Concerns

1. **Attendance Monitoring:** Daily attendance records are scrutinised to identify patterns of lateness. This could involve tracking students who are consistently late and recording the time of arrival.
2. **Automated Alerts:** Implement a system where automated alerts are sent to relevant staff members if a student is late more than a specified number of times within a certain period.
3. **Teacher Observations:** Encourage teachers to report any punctuality concerns directly to the pastoral team, especially if they notice a trend with specific students.
4. **Parent Communication:** Regular communication with parents regarding the importance of punctuality and the current status of their child's attendance record.

#### Response to Punctuality Concerns

1. **Early Intervention:** Once a pattern of lateness is identified, the pastoral team intervenes early by meeting with the student to understand any underlying issues contributing to their tardiness.
2. **Parental Involvement:** Parents are contacted to discuss the issue and collaborate on strategies to improve punctuality, such as adjusting morning routines.
3. **Targeted Support:** For students with persistent issues, a tailored support plan may be developed. This could include mentoring, setting up a buddy system, or offering incentives for improved punctuality.
4. **Review and Follow-Up:** Regular reviews of the student's punctuality are conducted, and progress is monitored. If necessary, further actions, such as disciplinary measures or referrals to external agencies, can be considered.
5. **Celebrating Improvement:** Acknowledge and reward students who show significant improvement in their punctuality to encourage continued positive behaviour.

## 4.5 Following up unexplained absence

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

- Call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may contact the police
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the student's youth offending team officer
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals

Where support is not appropriate, not successful, or not engaged with

When a student with an Education, Health, and Care Plan (EHCP) exhibits persistent attendance issues, we will contact the local authority and the EHCP coordinator responsible for reviewing the plan.

This communication ensures that the student's needs are reassessed and that the plan is adjusted to address any underlying issues contributing to the attendance problem.

The EHCP coordinator plays a crucial role in coordinating support from various services, and by involving them, the school can ensure that a holistic approach is taken to meet the student's needs.

This may include additional support within the school, external interventions, or adjustments to the student's educational placement. Timely communication with the local authority and EHCP coordinator ensures that the student's welfare is prioritized, and appropriate steps are taken to improve attendance.

## 4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. This will be via:

- Daily calls if their child is not attending
- Half-termly reports
- Parent/carers evening reports

## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

The headteacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances



A leave of absence is granted at the headteacher's discretion, including the length of time the student is authorised to be absent for.

We define 'exceptional circumstances' as situations that are unusual, rare, or significant enough to warrant a deviation from the normal rules or procedures. In the context of school attendance, exceptional circumstances might include serious illness or injury, a family bereavement, religious observances, or other events that are considered important and unavoidable.

These circumstances are generally considered on a case-by-case basis, and decisions are made at the discretion of the school leadership, ensuring that any exemptions or allowances made are justified and in the best interest of the student.

Leave of absence will not be granted for a student to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request from the attendance officer, Megan Cunningham. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

## 5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

### Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that student
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day).

Each parent who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

### **Notices to improve**

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

## 6. Strategies for promoting attendance

At our school, we employ a variety of strategies to reward, incentivise, and improve attendance, recognising that positive reinforcement can significantly encourage regular attendance among students.

1. **Celebrating Good Attendance in Assemblies:** We regularly celebrate students with excellent or improved attendance during school assemblies. This public recognition serves to motivate students and reinforce the importance of consistent attendance. Certificates, badges, or small prizes may be awarded to students who meet or exceed attendance targets.
2. **Attendance Displays:** The school maintains prominent attendance displays that showcase the classes or students with the highest attendance rates. This visual reminder encourages healthy competition and motivates students to strive for better attendance.
3. **Attendance Awards:** At the end of each term or school year, we hold special awards ceremonies to honour students with outstanding attendance records. These awards can range from certificates to more substantial prizes, such as vouchers or trophies, acknowledging students who have maintained near-perfect attendance.
4. **Incentive Programs:** We implement incentive programs where students can earn rewards for consistent attendance over a set period, such as a half-term or term. These rewards might include trips, special events, or extra privileges within the school.
5. **Class-Based Rewards:** Whole classes can also be rewarded for achieving high attendance rates. This encourages collective responsibility and peer support, as students work together to ensure that everyone attends regularly.

### 6.1 Attendance Contracts

#### Parental Attendance Contracts:

In cases where a student's attendance is a concern, and other interventions have not been successful, we may offer an attendance contract to the parents or guardians. This contract is a formal agreement between the school and the family, outlining specific attendance targets that the student must meet. It includes details of the support the school will provide and the steps the parents will take to ensure their child attends school regularly. We will involve the EHCP coordinator in our discussions and will agree on actions and next steps.

The contract is typically reviewed at regular intervals to monitor progress and make any necessary adjustments. It is designed to foster a collaborative approach between the school and family, helping to address any barriers to attendance.

Our approach towards supporting students with complex barriers to attendance is comprehensive and holistic, focusing on understanding and addressing the root causes of their absence. We recognise that each student's situation is unique, and we tailor our strategies accordingly to provide the necessary support.

## 7. Supporting students who are absent or returning to school

### 7.1 Students absent due to complex barriers to attendance

We begin by closely monitoring attendance data to identify students who may be facing complex barriers to regular attendance. This includes looking for patterns of persistent absence, lateness, or sporadic attendance that might indicate underlying issues.

A thorough assessment is conducted to understand the specific challenges a student faces. This may involve discussions with the student, their family, and key staff members, as well as reviewing any relevant documentation such as Education, Health, and Care Plans (EHCPs).

We engage with families in a supportive and non-judgmental manner, recognising that they play a crucial role in overcoming attendance barriers. Regular meetings are held with parents or guardians to discuss concerns, explore underlying issues, and collaborate on potential solutions.

In cases where attendance issues persist, and families are not engaging with the school, home visits may be arranged to build trust and gain a deeper understanding of the challenges faced. This also allows the school to offer more personalised support.

Where appropriate, we work with external agencies, such as social services, mental health professionals, or local authority support teams, to provide additional support to the family and address broader issues impacting attendance.

### **Strategies for Removing In-School Barriers**

- **Personalised Support Plans:** For students with complex barriers, we develop personalised support plans that may include adjustments to the curriculum, timetable modifications, or the provision of additional resources such as one-to-one mentoring or counselling.
- **Flexible Schooling Options:** We offer flexible schooling options, such as part-time attendance, blended learning, or phased returns, to accommodate students who may struggle with full-time attendance due to health or personal issues.
- **Safe and Supportive Environment;** We ensure that the school environment is welcoming and supportive, with a focus on building strong relationships between students and staff. This includes implementing strategies to address bullying, anxiety, or other in-school factors that may be contributing to poor attendance.
- **Pastoral Care and Well-being Support:** The pastoral team works closely with students to provide ongoing emotional and mental health support, helping them to feel safe and valued in the school environment. This support is crucial in reducing anxiety and other barriers that might prevent regular attendance.

### **Monitoring and Review**

Attendance and engagement are regularly monitored to ensure that the strategies in place are effective. We maintain open communication with families to review progress and make adjustments as needed.

We seek feedback from students and families to continually refine our approach, ensuring that it remains responsive to their needs. By adopting a collaborative and empathetic approach, we aim to remove both in-school and external barriers to attendance, ensuring that every student has the opportunity to succeed in a supportive learning environment.

## **7.2 Students absent due to mental or physical ill health or SEND**

Where a student has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the student's needs, the school will inform the local authority.

### **Working with Families**

We maintain regular, open communication with families to ensure they feel supported and informed. This includes meetings, phone calls, and, when necessary, home visits to discuss the student's health, educational needs, and the best ways to support their return to school.

We work collaboratively with families to develop a plan that aligns with the student's needs and medical advice. This may involve adjusting the student's timetable, workload, or the learning environment to accommodate their health condition or SEND.

Where appropriate, we liaise with healthcare providers, therapists, and other external agencies to coordinate care and ensure that all aspects of the student's well-being are addressed. For students with an Education, Health, and Care Plan (EHCP), we work closely with the EHCP coordinator to review and adjust the plan as needed.

### **Adjustments the School May Make**

**Flexible Timetabling:** For students with chronic health issues or SEND, we may offer flexible timetables that allow them to attend school part-time or engage in a blend of in-school and home-based learning. This flexibility helps reduce stress and allows students to learn at a pace that suits their current health status.

**Modified Curriculum:** We can modify the curriculum to ensure it remains accessible and manageable for the student. This may include reducing the number of subjects they study, providing alternative assignments, or allowing extended deadlines.

**Alternative Learning Environments:** If attending regular classes is challenging, we may provide alternative learning spaces within the school, where students can learn in a setting that feels more comfortable and less overwhelming.

**Use of Technology:** We may utilise technology to support remote learning if a student is unable to attend school physically. This includes providing access to online lessons, virtual classrooms, and digital resources, ensuring the student remains connected to their education and peers. This is called Rise Extend.

### **Additional Support Provided**

**Pastoral Support:** Our pastoral team provides ongoing emotional and social support to students dealing with mental or physical ill health. This includes one-on-one mentoring, counselling services, and peer support groups to help students manage anxiety, depression, or the social challenges associated with illness or SEND.

**Learning Support Assistance:** For students with SEND or those recovering from illness, we offer tailored learning support, which may include the assistance of a learning support mentor or teaching assistant who can provide individualised help and ensure that the student's educational needs are met.

**Reintegration Plans:** For students returning to school after a period of absence, we develop a gradual reintegration plan. This plan may include a phased return to school, reduced hours, or temporary adjustments in expectations to ease the student back into the school routine without overwhelming them.

**Regular Monitoring and Review:** We regularly monitor the student's progress and well-being, holding review meetings with the student, their family, and relevant staff to assess the effectiveness of the support being provided and to make any necessary adjustments.

## **7.3 Students returning to school after a lengthy or unavoidable period of absence**

Our approach to supporting students returning to school after a lengthy or unavoidable period of absence focuses on a gradual and personalised reintegration plan. We work closely with the student, their family, and relevant staff to assess their needs and create a tailored plan that may include a phased return, modified timetable, and additional academic or pastoral support. We provide a welcoming environment by assigning a mentor to assist the student in settling back in, and we ensure that regular check-ins are conducted to monitor their progress and adjust support as needed. This approach aims to make the transition back to school as smooth and stress-free as possible, prioritising the student's well-being and academic success.

## **8. Attendance monitoring**

Our school monitors attendance and absence data, including punctuality data, through a systematic and regular process that ensures we stay informed about student attendance patterns and can promptly address any concerns.

## Monitoring Process

**Daily Tracking:** Attendance and punctuality are recorded daily through an electronic attendance system, Arbor. This system captures data on student arrivals, departures, and any absences, providing real-time information to school staff.

**Weekly Reports:** Each week, the attendance team generates reports that summarize overall attendance rates, punctuality data, and highlight any students with frequent absences or lateness. These reports are reviewed by the senior leadership team (SLT) to identify trends and areas of concern.

**Termly Analysis:** At the end of each term, a comprehensive analysis of attendance and absence data is conducted. This analysis includes comparing data across different student groups (e.g., year groups, students with SEND, etc.), identifying patterns, and assessing the effectiveness of any interventions that were implemented.

**Flagging Persistent Absence:** The system automatically flags students who fall into the category of persistent absenteeism (typically defined as missing 10% or more of school days). These students are then targeted for intervention and support.

## Systematic Analysis

**Data Review Meetings:** Regular meetings are held between the attendance team, pastoral staff, and the SLT to discuss attendance data. During these meetings, data is analysed to identify potential issues, such as a rise in absences due to illness or other factors affecting specific student groups.

**Parent Communication:** Data analysis also includes reviewing individual student attendance records. When a concern is identified, the school contacts parents or guardians to discuss the issue and collaborate on strategies to improve attendance.

**Reporting and Action Plans:** Attendance data is reported to the governing body and, where appropriate, to the local authority. Action plans are developed for students or groups with low attendance, outlining targeted interventions and support strategies.

**Evaluation and Adjustment:** The effectiveness of attendance policies and interventions is regularly evaluated based on the data collected. Adjustments are made to strategies and practices as needed to ensure continuous improvement in attendance and punctuality rates.

This systematic approach ensures that our school not only tracks attendance and punctuality effectively but also uses the data to inform decisions and improve overall student engagement and success.

## 8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual student, year group and cohort level.

**Data Review Meetings:** Regular meetings are held between the attendance team, pastoral staff, and the SLT to discuss attendance data. During these meetings, data is analysed to identify potential issues, such as a rise in absences due to illness or other factors affecting specific student groups.

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## 8.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

## 9. Monitoring arrangements

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

## 10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

## Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Student is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to



		study for a public examination
<b>X</b>	Not required to be in school	Student of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Student is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Student is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Student is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly	Every student absent as the school is closed

	closed	unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Student is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective student not on admission register	Student has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays