

Attendance Policy

Reference: TP/WP/Safeguarding

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Next Review Date	June 2025	Annual Cycle
Author	JC / WP	

Attendance : Key information for Parents

The Attendance Lead for the School is:

- Beccy Bendall
- Rebecca.Bendall@acexcellence.co.uk

Informing the school about a pupil absence:

Absence on the day: Parents / Carers are required contact the school office on 01404 881456 before 8:50 to inform the school office of the reason for absence. If your child is unwell, please give details of the illness. Parents/carers should contact the school each day that their child is absent.

Medical appointments: Routine Medical appointments (e.g. dental check ups) should be made outside of school hours or during the school holidays. For any appointments during the school day, please bring in your child's appointment card/letter; the office staff will take a copy and this is added to your child's school record.

Requests for absence (e.g. external exams) should be made by completing the Absence Request form available from the school office. Please note that an absence request will only be authorised for exceptional circumstances. We will not be able to authorise requests for absence due to holidays etc.

School opening times and registration.

- Our school day runs from 08:50 to 15:30. Pupils are expected to be in class at 8.55 for morning registration.
- Children that arrive 09:00 will be marked as late.
- Children that arrive after 09:20 will be recorded as absent.
- Afternoon registration take place at 13:00. Children that are not in class at this time will be marked as absent for the afternoon session.

For general enquiries about attendance please contact:

- Beccy Bendall
- Rebecca.Bendall@acexcellence.co.uk

We can offer a range of support to parents who experience challenges with ensuring their child's attendance. Please contact your child's class teacher or the attendance officer if you would like any help.

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1. Introduction

At Stockland C of E Primary School, our purpose is to ensure that all pupils enjoy their learning, experience success and realise their full potential through academic, social, emotional and physical development. Our integrated curriculum supports this by promoting academic excellence, supporting the development of personal character, and helping young people to understand how to learn effectively.



Strong attendance is a key element to ensuring that a child reaches their potential. Research highlights how poor or irregular attendance can have a significant impact of learning and attainment in school, and how this in turn can lead to future educational and social disadvantage. There is also now a growing body of evidence that demonstrates the negative impact of poor attendance on mental health.

We have a whole school culture that promotes the benefits of high attendance. This translates into high expectations for all of our pupils – we believe that they should be aiming for as close to 100% attendance as possible (whilst recognising and supporting some individual pupils with evidenced medical needs during periods of absence).

Strong attendance is underpinned by a school environment where children feel safe, where they find learning engaging, and where they enjoy positive and supporting relationships with adults and their peers. Supporting attendance therefore requires a whole-school approach to ensure these elements are in place for all children, including those special education needs and disabilities, and those who may experience mental or physical health challenges.

Parents and carers play a vital role in supporting their children's attendance. We will build positive and supportive relationships with all

parents to help with this, and strive to be clear, open and honest whenever there is a concern about attendance.

This remainder of this policy sets out our approach to supporting attendance and managing absence across the school.

2. Policy Aims

Stockland C of E Primary School aims to meet its obligations in respect of school attendance by:

- Promoting excellent attendance and reducing absence, including persistent absence and severe absence
- Ensuring every pupil has access to full-time education, where possible, to which they are entitled
- Acting early to address patterns of absence, and
- Supporting parents to perform their legal duty to ensure their child/ren of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

This purpose of the policy is to set out our position on attendance, set out the legal and statutory context for this work, and to detail the procedures – as well as associated roles and responsibilities – in delivering the aims set out above.

3. Context for Attendance

National Framework

The Education Act (1996) states that parents/carers are required to ensure that their child receives an 'efficient full-time education suitable -

- (a) to their age, ability and aptitude, and
- (b) to any special educational needs, they may have, either by regular attendance at school or otherwise 'receive a suitable education'

This means that once a child is registered at a school, parents/carers have a legal duty to ensure that your child attends punctually every day (unless the absence is recognised as unavoidable).

The definition of 'regular attendance' was further clarified by the United Kingdom Supreme Court (*Isle of Wight Council v Platt [2017] UKSC 28*) as attending in accordance with the rules of the school. This means that children are expected to attend on all of the days that the school is open to them.

In addition, this policy aims to meet the requirements of further DfE guidance and legislation setting out the powers and duties that govern school attendance, including:

- The School Attendance (Pupil Registration) (England) Regulations 2024
 - The Education (Pupil Registration) (England) Regulations 2006 (as amended in 2010, 2011, 2013, and 2016)
 - The Education (Penalty Notices) (England) Regulations 2007 (as amended in 2012 and 2013)
 - Working Together to Support Attendance (DfE 2024)
 - The Equality Act 2010 and Schools (DfE 2014)
 - Supporting Pupils at School with Medical Conditions (DfE 2015)
-
- Keeping Children Safe in Education (DfE 2023)
 - School attendance parental responsibility measures (DfE 2015)
 - School Census Guidance (DfE 2019)
 - School Exclusion Guidance (DfE 2023)

Local Frameworks

This policy should be read alongside existing Trust-wide and school policies including:

- Safeguarding and Child Protection Policy
- SEND policy
- Positive Learning Behaviours Policy
- Anti-Bullying Policy
- Exclusion Policy
- Supporting Children with Medical Needs Policy following school policies:

This policy also takes due account of

- Devon County Council Local Code of Conduct (Revised March 2023) Penalty Notices
- Somerset County Council Penalty Notices Protocol

4. Impact of Absence

Any absence affects the pattern of a child's schooling and regular absence may seriously affect their learning. The Department for Education (DfE) defines a pupil as a 'persistent absentee' when they miss 10% or more schooling across the school year, for whatever reason.

The table below indicates how what might seem like a few days of absence can result in children missing a significant number of lessons.

Attendance during the school year	Days lost in a year	Which is approximately	Approximate number of lessons missed
95%	9.5 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons

5. Roles and Responsibilities

Supporting attendance is everybody's responsibility, requiring action from a range of groups to support an effective whole-school culture and approach.

School Leadership Team:

As part of our whole-school approach to maintaining high attendance, the school leadership team will:

- be active in their approach to promoting good attendance to pupils and their parents, which includes forming positive relationships with families
- ensure the school's teaching and learning experiences encourage regular attendance and that pupils are taught the value of high attendance
- coordinate with the ACE and the local committee to monitor the implementation of the attendance policy and its effectiveness,
- ensure all staff are up to date with the school's attendance policy and legislation, and are fully trained to recognise and deal with attendance issues
- ensure that government legislation on attendance is complied with and that they) are up to date with any legislation changes and how to implement them
- nominate a member of SLT as the school's **Attendance Champion** to monitor attendance provision and drive action on attendance throughout the school
- nominate or appoint a member of staff to act as the school's **Attendance Officer** to lead on day to day completion and monitoring of attendance related activity.
- ensure that systems to record and report attendance data are in place and working effectively
- report regularly to the Local Committee and the ACE Inclusion Lead on attendance records, data and provision

- develop multi-agency relationships to help with poor attendance and support families who are having difficulties getting their child(ren) to attend.
- ensure that families are referred to appropriate support and Early Help, and inform relevant authorities in a timely manner if pupils struggle to regularly attend school
- document all specific interventions or steps taken to work with families to improve their child's attendance in case of future legal proceedings.

Teachers and Support Staff:

As part of our whole-school approach to maintaining high attendance, the school's teachers and support staff will:

- be active in their approach to promoting good attendance to pupils and their parents, which includes forming positive relationships with families
- ensure that the school's teaching and learning experiences encourage regular attendance and that pupils are taught the value of high attendance for their own personal progression and achievement
- ensure that they are fully aware and up to date with the school's attendance policy and seek support if they are unsure how to deal with an attendance issue
- ensure that they are following the correct systems for recording attendance and that attendance is taken daily
- contribute to strategy meetings and interventions where they are needed
- work with external agencies to support pupils and their families who are struggling with regular attendance.

Parents and Carers:

As part of our whole-school approach to maintaining high attendance, we request that parents:

- promote the value of good education and the importance of regular school attendance at home
- encourage and support their children to attend school
- follow the set school procedure for reporting the absence of their child from school and include an expected date for return
- do everything they can to prevent unnecessary school absences, such as by making medical and dental appointments outside of school hours
- ask the school for support when they/their child are having difficulties, and work to form a positive relationship so there is easy communication if a problem arises
- keep the school informed of any circumstances which may affect their child's attendance
- do not take their children out of school for holidays during term time.

Local Advocate Board

As part of our whole-school approach to maintaining high attendance, the local advocate board will:

- nominate or identify a member of the local committee to lead on oversight of safeguarding and attendance at school level
- use local committee meetings to review attendance issues that have arisen and provide support and challenge to the head in meeting attendance targets
- ensure that the importance of attendance is made clear by promoting the relevant school policies and guidance directed at parents and staff

Academies for Character and Excellence (ACE)

ACE will support the school's work on attendance by:

- annually reviewing the attendance policy and ensure that all provisions are in place to allow school staff, parents, and children to implement this effectively
- ensuring that all legislation regarding attendance is complied with and that up-to-date guidelines are communicated to parents, children, and staff
- work out appropriate and accurate annual attendance numbers and future attendance targets; submit these to the LA within an agreed timescale each year
- ensure that the school is implementing effective means of recording attendance and organising that data, including for children who are educated off-site
- ensure the school has the knowledge and skills to analyse attendance data, including for vulnerable groups, and how to communicate the findings effectively to parents and staff
- use any data gathered to devise solutions to problems, make the proper adjustments to attendance coordination and target set for the future
- ensure that data is used within the school to measure the impact of strategies used to improve attendance.

6. The School Day : Timings and Expectations

Our School day runs from 08:50 to 15:30.

Morning Registration:

Pupils are expected to be in class by 08:55 for morning registration.

- Children that arrive after 09:00 will be marked as late.
- Children that arrive after 09:20 will be recorded as absent (unauthorised).

Afternoon registration take place at 13:00. Children that are not in class at this time will be marked as absent (unauthorised) for the afternoon session.

It is the duty of parents/carers to ensure that children attend school on time. This encourages habits of good timekeeping and lessens any possible classroom disruption. However, it is also recognised that pupils are sometimes late due to reasons such as caring for parents/carers or siblings, or transport difficulties.

Lateness is monitored alongside overall attendance. If a child is late on a regular basis, we will work with the pupil and family to find out why they are late, and whether any support is needed, in order to help the pupil attend on time. For example, we recognise that the children can sometimes be nervous or anxious about coming into school at the beginning of the day. Parents are encouraged to speak to their child's class teacher or attendance officer to discuss measures that the school can put in place to help this.

Persistent excessive lateness may ultimately result in legal action by the Local Authority.

7. Types of Absence

Authorised Absence means that the school has either given approval in advance for pupil of compulsory school age to be away from the school or has accepted an explanation offered afterwards as justification for absence. The following categories are the main circumstances where absence may be authorised:

Illness

- In most cases, absences for illness that are reported using the school's absence reporting procedures will be authorised, unless the school has a genuine concern about the authenticity of the illness.
- For prolonged absence due to illness, the school may require parents/carers to provide the school with evidence such as a note from the child's doctor, an appointment card or a prescription. Providing this evidence will help the Headteacher to make an informed decision as to whether it is appropriate to authorise the absence or not. Where the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.
- The reporting of absence due to illness remains the responsibility of the parent/carer. Absences due to illness which have not been reported to the school on the first or subsequent days may not be authorised.

Medical or dental appointments

- Parents should make every effort to ensure that medical appointments are made outside of school hours. Where it cannot be avoided, pupils should attend school for as much of that day as possible.

- To help the Headteacher decide if it is appropriate to authorise the absence, it is recommended that a notification of the appointment (or similar) is shown to the school by contacting the school office.

Religious observance

- Stockland C of E Primary School recognises that there may be times where pupils of different faiths observe religious festivals that fall outside of school holidays and weekends. Official days set aside by the faith for religious observance will be an authorised absence. Parents will be aware of these dates and should give the school written notification in advance using the Absence request form available from the school office.

Traveller absence

- Our expectation for children 'of no fixed abode' in common with all other pupils, is to attend school as regularly and as frequently as possible.
- To protect Traveller parents/carers from unreasonable prosecution for non-attendance, the *Education Act (1944), Section 86*, states that a Traveller parent/carer is safe from prosecution if their child accrues 200 attendances (i.e. 200 half days) in a year. This is only when the family are engaged in a trade or business that requires them to travel and that the child is regularly attending school when that trade/business permits (and the minimum 200 session criteria is met). It does not mean that part-time education for Traveller pupils is legally acceptable, nor does it relieve parents/carers of their duties to ensure that their child is receiving a suitable education when not at school.

Other Authorised Absences

There may be some instances where the school will authorise an absence under *exceptional circumstances*, such as for a family bereavement, or an external exam taking place outside of school (e.g. certified music or dance exam.) The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. This is entirely at the discretion of the Headteacher.

This School has adopted the **Local Authority Code of Conduct** in respect of leave of absence in term time. All parents who wish to take their child out of school for any reason (other than medical reasons) should complete a leave of absence request form. This can be obtained from the school office.

To meet the requirements of the *Education (Pupil Registration) (England) Regulations (2006)*, any such request:

- Must be made in advance
- Should come from the parent with whom the pupil normally resides
- Should be supported by evidence of the exceptional circumstances relating to it.

The Law does not grant parents/carers a right to take their children out of school during term time. The Law only allows Head Teachers to authorise the request when they have evidence of the exceptional circumstance.

The government is very clear that a family holiday is NOT an exceptional circumstance.

If the leave request is refused and the parents/carers proceed with the leave of absence, the school may refer the absence to the Local Authority. The Local Authority could then (in line with the Local Authority Code of Conduct in Annex D) issue a Penalty Notice to both parents/carers for each pupil who is absent. Failing to pay a Penalty Notice could lead to a Court Summons.

Retrospective applications will not be considered. These periods of absence will be marked as unauthorised.

If an absence request has not been completed by parents/carers and the school have been given a reason for an absence that it feels is not genuine (example – advised absence was down to illness when a family holiday is suspected) then the Headteacher could unauthorise the absence and escalate to the local authority.

8. Absence reporting and response

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health

Absences should be reported by 09:00 or as soon as practically possible as follows:

School Office: **01404 881456**

Parents / carers should report absence for each subsequent day that their child is ill. If this is not done, the absence may be recorded as unauthorised.

Where there are unexplained absences, the school will contact parents/carers to establish the reason why. If after a reasonable time, no contact with the school is made or where it is not possible to establish the reason, the absence will be unauthorised. The school will follow up any absences to ensure that proper safeguarding action is taken where necessary. If the parents / carers can not be contacted by phone, the school will call the pupil's emergency

contacts in priority order. Priority will be given where there is additional support in place or where pupils are considered more vulnerable.

If the school is unable to establish why a pupil is absent and/or is concerned for the welfare of the pupil, staff may request a Welfare Check from the police and follow other safeguarding measures as appropriate.

Pre-authorised absence

Where leave has been previously authorised, parents/carers are not required to contact the academy on the day of absence.

9. Monitoring and managing absence

Attendance is monitored daily by the attendance officer who will direct the school's initial response to any attendance issues. Where there are concerns (such as safeguarding issues), these are reported to the Head / Designated Safeguarding lead immediately.

Attendance data is analysed and reviewed at least weekly by the Attendance Champion and Senior Leadership Team. This includes identifying patterns of absence in individual pupils, and issues in particular groups of children (e.g. pupil premium, SEND, by gender or ethnicity, or Children in Care). This information will be used to prioritise action to support attendance.

Pupil level absence data is collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school level absence data is published alongside the national statistics. We compare our attendance data to the national average, and share this regularly with governors.

When a pupil's attendance drops below a given threshold (set out in the 'attendance ladder' shown at annex 1), a series of progressive, staged actions will be undertaken to help manage patterns of absence at the earliest opportunity. The actions will have a primary emphasis on the support that the school can provide, building on positive relationships we strive to develop with all parents. Depending on the level of absence, actions include:

- Making contact with parents/carers by informal conversation or text to make them aware that attendance has dropped.
- Email or letter to flag concerns if attendance does not improve or falls further and to offer support
- Invitation for Parents/carers for an information discussion to discuss concerns, explore barriers to attendance and to agree initial support to help improve attendance

- Where pupils are close to 90% attendance (Persistent Absence Threshold), the school will require parents to attend a meeting to agree an attendance action plan to secure improvements. This will be reviewed on a regular basis with the parent / carer.
- If improvements are not secured, additional measures, including referrals to external agencies and the local authority will be used to support further action.

Where a pupil's attendance drops below 90% (the DfE Persistent Absence threshold), the school has a responsibility to inform the Local Authority.

The severe absence threshold is 50%. If a pupil's individual overall absence rate is greater than or equal to 50%, the pupil will be classified as a severe absentee by the DfE.

Where there are safeguarding concerns at any stage of the process, the school has a legal requirement to share information with the Local Authority Safeguarding Teams. Other measures, such as welfare visits to the family home, may be undertaken as appropriate.

10. Promoting Strong Attendance in School

Strong attendance is promoted through our whole-school culture of promoting good attendance. Pupils are aware of the benefits of being at school and the importance of good attendance; all staff are clear about the causes of absence and their personal role in supporting attendance; the Attendance Champion and school leaders have a clear and consistent focus that ensures attendance remains at the forefront of everybody's mind.

Clear, regular consistent communications about attendance with parents/carers, for example through newsletters, parent-teacher meetings, and promotional materials around school, help to ensure that parental knowledge and expectations about attendance are continually reinforced.

The school recognises that acknowledging or rewarding good and improving attendance can have a positive impact in some circumstances. However, it is important to carefully consider any such approaches to ensure that they do not make pupils who have poor attendance – often due to factors beyond their control – feel marginalised, worried or guilty about their low attendance rate. We therefore regularly review reward schemes to ensure they are not negatively impacting on individual pupils or groups of pupils.

The school participates in the ACE Attendance Forum and other networks to share best good practice and latest research on attendance.

The school's work to promote strong attendance is reviewed termly by the ACE Head of inclusion and actions agreed for how it can be further strengthened.

11. National Framework for Penalty Notices and Prosecutions

Under section 444 of the Education Act 1996, if a child of compulsory school age, who is a registered pupil at our school, fails to attend regularly at the school, his/her parent(s) are guilty of an offence. This applies to both resident and non-resident parents who may both be subject to legal sanctions if their child fails to attend school regularly. It also applies to others who may not be a parent but may have the day to day care of the child. If an absence is not authorised by the school, the pupil's attendance is deemed to be irregular.

Penalty notices and prosecution proceedings may be issued to each parent/carer with responsibility for the child and are issued for each child with unauthorised absence.

The school will refer case of unauthorised absence that meet the threshold for a Penalty Notice to the Local Authority for legal action, unless there are reasonable grounds for not doing so. This will include unauthorised absence due to term time holiday or other trips/visits, and other types of unauthorised absence. When referring for legal sanctions, the school will show that the parent / carer has been warned that they are at risk of a Penalty Notice or other legal sanction. The outcome of a referral to the Local Authority may be a Penalty Notice or Prosecution.

Please see below for legal sanctions that a local authority may pursue for Unauthorised absence.

Sanction	Outcome	When used
Penalty Notice	The Penalty is £80 (per parent/carer, per child) payable within 21 days, rising to £160 if paid between 22 and 28 days. (Failure to pay may result in prosecutions.	For low level offences, as a tool to support improved attendance. They are an alternative to prosecution and may not be issued if prosecution is considered a more appropriate response to a pupil's unauthorised absence.
Prosecution under section 444(1) of the Education Act 1996	For a first offence the maximum fine issued by the Court could be £1000 per parent/carer.	It is for the Local Authority to determine whether a section 444(1) or section 444 (1A) is most appropriate. First prosecutions are usually under s444(1)

Prosecution under section 444(1A) of the Education Act 1996	If the matter returns to the Magistrates Court on a subsequent occasion the fines can extend to a maximum of £2500 per parent/carer and/or a custodial sentence of up to 3 Months.	If a parent/carer is prosecuted more than once, or in extreme cases of non-attendance, the Local Authority may decide to prosecute under s444(!A)
Education Supervision Order.	This is where the Local Authority applies to the Family Court for a Court Order to support and manage improved regular attendance.	The Local Authority must consider applying for an ESO before prosecuting under s444 Education Act 1996, A local authority may apply for an ESO instead of, or as well as, proceeding with prosecution.

12. Special Education Needs, Disability and Mental Health.

The school has a legal obligation under the Equality Act 2010 to make 'reasonable adjustments' for pupils with a disability. We are also obliged to meet the requirements set out in Education Health Care Plans (EHCPs) as well as wider guidance for schools on managing SEND. Please see the school's SEND policy for more details on our approach.

We recognise that any pupil with SEND, whether they have an EHCP or not, may experience additional barriers which can impact on attendance. We will work with pupils and their parent(s)/carer(s) to identify how these barriers can be addressed as part of discussions to support the pupil's experience at school.

Mental Health and wellbeing is also a factor that influences pupil attendance. As part of the school curriculum, pupils learn about how they can support their own mental health. They are also able to speak to adults in the school who are able to support minor mental health needs.

Parents/carers are encouraged to contact the child's class teacher or the school's Special Education Needs Coordinator Mrs Rushby Katy.Rushby@acexcellemce.co.uk if they have concerns about how SEND and/or mental health issues may be impacting on attendance (or any other

aspect of the pupil's experience at school).

13. Recording information on Attendance and Reasons for Absence

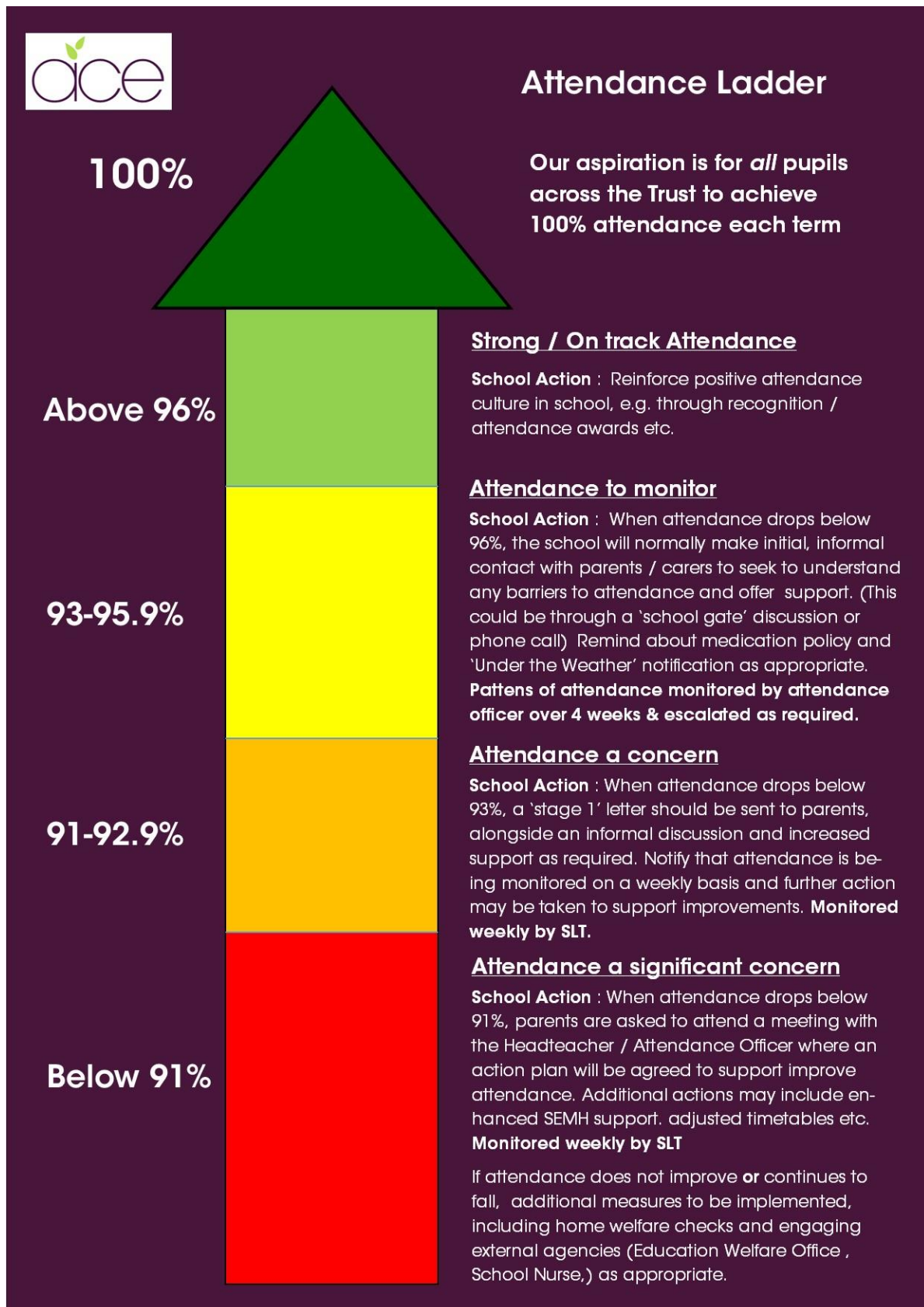
All absences are recorded in the school's attendance register and Management Information System using absence codes set out by the Department for Education (DfE) (see Annex 3). The school is required to share attendance information with the DfE, local authorities and other statutory agencies set out in legislation and guidance.

In addition to coding in the school register, the school may also record additional information about the reason for the absence, how it was reported and by whom, and any other information that is pertinent to supporting ongoing attendance.

14. Policy Monitoring and review

ACE and the school's local committee monitor the school to ensure that its approach to attendance/absence is in line with the policy.

The attendance policy is reviewed and updated annually. However, minor amendments may be made in between formal reviews to reflect changes to legislation, guidance or best practice.



Appendix B: What you can expect from:

Local Advocates

As part of our whole-school approach to maintaining high attendance, the governing body will:

- ensure that the importance of attendance is made clear by promoting the relevant school policies and guidance directed at parents and staff
- annually review the school's attendance policy and ensure that all provisions are in place to allow school staff, parents, and children to implement the policy effectively
- nominate or identify a member of the governing body who will take the lead role in monitoring attendance and coordinating provision and policies for attendance
- ensure that all legislation regarding attendance is complied with and that up-to-date guidelines are communicated to parents, children, and staff
- work out appropriate and accurate annual attendance numbers and future attendance targets, and submit these to the LA within an agreed timescale each year
- take time at governor's meetings to review and discuss attendance issues that have arisen in order to stay on top of expected attendance targets for the year
- ensure that the school is implementing effective means of recording attendance and organising that data, including for children who are educated off-site
- ensure that they are clear on how to analyse attendance data, including for vulnerable groups, and how to communicate the findings effectively to parents and staff
- use any data gathered to devise solutions to problems, make the proper adjustments to attendance coordination and target set for the future
- ensure that data is used within the school to measure the impact of strategies used to improve attendance.

School Leadership Team:

As part of our whole-school approach to maintaining high attendance, the school leadership team will:

- be active in their approach to promoting good attendance to pupils and their parents, which includes forming positive relationships with families
- ensure that the school's teaching and learning experiences encourage regular attendance and that pupils are taught the value of high attendance for their own progression and achievement
- coordinate with the governing body to monitor the implementation of the attendance policy and its effectiveness, with an annual full policy review
- ensure that all staff are up to date with the school's attendance policy and government legislation, and that staff are fully trained to recognise and deal with attendance issues
- ensure that government legislation on attendance is complied with and that they (the leadership team) are up to date with any legislation changes and how to implement them
- nominate or appoint a senior manager to take the responsibility of overseeing and monitoring attendance provision and that this person has sufficient time and resources to give to this job – this is held by the Safeguarding and Inclusion Lead 11
- report regularly to the Local Committee and the Director for Safeguarding on attendance records, data and provision
- ensure that systems to record and report attendance data are in place and working

effectively

- develop multi-agency relationships to help with poor attendance and support families who are having difficulties getting their child(ren) to attend.
- Ensure that families are referred to appropriate support and Early Help
- document all specific interventions or steps taken to work with families to improve their child's attendance in case of future legal proceedings
- ensure that the relevant authorities are informed in a timely manner if pupils struggle to regularly attend school Teachers and Support Staff: As part of our whole-school approach to maintaining high attendance, the school's teachers and support staff will:
- be active in their approach to promoting good attendance to pupils and their parents, which includes forming positive relationships with families
- ensure that the school's teaching and learning experiences encourage regular attendance and that pupils are taught the value of high attendance for their own personal progression and achievement
- ensure that they are fully aware and up to date with the school's attendance policy and government legislation and that they will speak to another member of staff or seek support if they are unsure how to deal with an attendance issue
- ensure that they are following the correct systems for recording attendance and that attendance is taken daily
- contribute to strategy meetings and interventions where they are needed
- work with external agencies to support pupils and their families who are struggling with regular attendance.

Parents and Carers:

As part of our whole-school approach to maintaining high attendance, we request that parents:

- promote the value of good education and the importance of regular school attendance at home
- encourage and support their children to attend school
- follow the set school procedure for reporting the absence of their child from school and include an expected date for return
- do everything they can to prevent unnecessary school absences, such as by making medical and dental appointments outside of school hours
- use the school as a support when they or their child are having difficulties, and work to form a positive relationship with the school so that there is easy communication when a problem arises
- keep the school informed of any circumstances which may affect their child's attendance
- enforce a regular routine at home to support excellent attendance 12
- do not take their children out of school for holidays during term time. If parents would like to make a special request for this, they may do so to the Headteacher Pupils: As part of our whole-school approach to maintaining high attendance, we request that pupils:
- be aware of the school's attendance expectations and when they are required to attend. This will be communicated to them through the school staff, parents, and the school timetable
- speak to their teacher or another member of staff if they are experiencing difficulties at school or at home which may impact on their attendance
- attend all lessons ready to learn, with the appropriate learning tools requested and on time for the class.
- bring a note of explanation from their parents or carers to explain an absence that has happened or is foreseen

- follow the correct set school procedure if they arrive late. This will help the school to monitor attendance and keep accurate records for the child's individual attendance, and is also vital for health and safety in the event of a school evacuation
<https://www.gov.uk/government/publications/children-missing-education>

Appendix C: Attendance Codes

The following codes are taken from the DfE's guidance on school attendance. [Note – This appendix will be updated in September 2024 to reflect updated codes applying from that date.]

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

CODE	DEFINITION	SCENARIO
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness

CODE	DEFINITION	SCENARIO
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and Traveller absence	Pupil from a Traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil 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)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

CODE	DEFINITION	SCENARIO
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix D: Local Authority Fining Protocol

Please see below the links for each individual Local Authority fining process:

Devon County Council Fining Protocol

<https://www.devon.gov.uk/educationandfamilies/school-information/school-attendance/absence-from-school-penalty-notices/absence-from-school-penalty-notices-code-of-conduct>

Somerset County Council Fining Protocol

<https://somersetcc.sharepoint.com/:b:/s/SCCPublic/EZDo3tY8HelDoPhK26e81VcBT2bxjh-aSGA8ann57ITnrg?e=fAUwZA>

Torbay County Council Fining Protocol

[Penalty Notice - Code of Conduct \(torbay.gov.uk\)](#)