Alder Community High School

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 statutory guidance on Working together to improve school attendance from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil 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 pupils 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 DfE's statutory guidance on Working together to improve school attendance 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 School Attendance (Pupil Registration) (England) Regulations 2024
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

https://www.legislation.gov.uk/uksi/2013/757/regulation/2/madeIt also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

3. Roles and responsibilities

3.1 The Governing Body

The governing body is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, 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 pupils, 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 pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils 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 pupils' 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 pupils, 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
- Holding the headteacher to account for the implementation of this policy

The link Governor for attendance is Kirk Cornwall (Chair of Governors).

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
- Monitoring the impact of any implemented attendance strategies
- Submitting penalty notice requests to the Local Authority, where necessary, and/or authorising the Education Welfare Officer to be able to do so
- Communicating the school's high expectations for attendance and punctuality regularly to pupils 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
- Providing regular supervision and guidance for staff within the attendance team

The designated senior leader responsible for attendance is Rachel Anderson and can be contacted via the school number 0161 368 5132 or by email admin@alderchs.uk

3.4 The Education Welfare Officer

The education welfare officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Establishing and maintaining effective systems for managing absence, and making sure they are followed by all staff
- Analysing attendance data to identify areas of focus for improvement and creating action plans in response to concerns identified
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Working collaboratively with external agencies and providers to improve attendance and support pupils and their families
- Completing early help assessments and using a multi-agency approach to support
- Offering interventions to pupils either 1:1 or in groups, including those with emotionally based school avoidance (EBSA) to support school attendance and remove barriers to learning
- Creating attendance improvement intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Safeguarding pupils with persistent absence by ensuring their wellbeing through home visits and working with external agencies
- Identifying when to instigate legal action including when to issue a 'Notice to Improve'/penalty notice request to the local authority
- Working collaboratively with the SENDCo and with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance of pupils with SEND, including where pupils with SEND face in-school barriers
- Communicating with the SENDCo when a pupil with an education, health and care plan (EHCP) has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Document interventions used to a standard required by the local authority should legal proceedings be instigated
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteache

3.5 The Attendance Assistant

The school attendance assistant is responsible for:

- Welcoming pupils arriving through the pupil reception each morning and addressing reasons for late arrival

- Ensuring that all attendance registers are completed accurately and within the required timescales
- Ensuring teaching staff update attendance registers promptly when pupils arrive late to lessons
- Monitoring attendance registers for inaccuracies, investigating discrepancies, and implementing the school's procedures to maintain accurate records
- Ensure attendance codes are applied correctly and in line with statutory guidance
- Liaising with parents and carers to establish reasons for pupil absence and maintaining accurate attendance records
- Identifying patterns and trends in pupil absence and punctuality
- Highlighting emerging attendance and punctuality concerns to relevant staff and contribute to early intervention strategies.
- Producing and distributing regular attendance data, reports, and analysis to school leaders and relevant staff.
- Working collaboratively with Education Welfare Officers and other external agencies to address persistent absence and improve pupil attendance

The attendance officer can be contacted via attendance@alderchs.uk or 0161 368 5132

3.6 Form Tutors

Form tutors are responsible for:

- Registering pupils on arrival to form using the appropriate code
- Recording attendance accurately and ensuring that registers are updated when pupils arrive late
- Actively promoting the importance and value of good attendance to pupils and their parents
- Supporting pupils to review their own attendance
- Forming positive relationships with pupils and parents and creating a sense of belonging
- Contributing to a whole school approach which reinforces good attendance; with good teaching and learning experiences that encourage all pupils to attend and to achieve
- Complying with the Registration Regulations, England, 2006 and other attendance related legislation
- Implementing systems to record, report and monitor the attendance of all pupils
- Discussing attendance with pupils individually
- Contributing to the evaluation of school strategies and interventions

3.7 Teaching staff

Teaching staff are responsible for:

- Taking pupil registers at the start of each lesson
- Recording attendance accurately and ensuring that registers are updated when pupils arrive late
- Reporting pupils who are missing from lesson
- Contributing to a whole school approach which reinforces good attendance; with good teaching and learning experiences that encourage all pupils to attend and to achieve
- Complying with the Registration Regulations, England, 2006 and other attendance related legislation

3.8 School admin staff

School admin staff will:

- 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 the attendance team where appropriate, in order to provide them with more detailed support on attendance

3.9 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 on time
- Call the school to report their child's absence before 8.50am on the day of the absence and each subsequent day of absence, and advise the reason for absence and when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance improvement contracts that they make with the school
- Seek support, where necessary, for maintaining good attendance, by contacting their child's form tutor or a member of the attendance team via email address: attendance@alderchs.uk or by telephone 0161 368 5132

3.10 Pupils

Pupils are expected to:

- Attend school every day unless they are unable to do so due to being too unwell to attend school or another authorised reason.
- Arrive at school and all timetabled lessons punctually and fully prepared to learn.
- Attend every timetabled lesson and remain in school for the full school day unless authorised to leave.
- Take responsibility for maintaining good attendance and punctuality.
- Engage positively in attendance target-setting and intervention programmes where appropriate to support improvements in attendance.
- Work together with school staff to overcome any barriers that may impact their attendance or punctuality.

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all pupils on this register.

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

- Present
- Attending a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

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 pupil is attending an approved educational activity
- The nature of circumstances, where a pupil 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 8.20am and ends at 2.50pm.

Pupils are expected to arrive in school by 8.15am on each school day.

The register for the first session will be taken at 8.20am and will be kept open until 8.50am. The register for the second session will be taken at 12.20pm.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.50am, or as soon as practically possible, by calling the attendance team, who can be contacted via 0161 368 5132 or attendance@alderchs.uk.

Reasons for absence can only be accepted by listed contacts on the school system. Absences reported by additional contacts who are not listed may be unauthorised.

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 exceeds 3 days, or there are doubts about the authenticity/veracity 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, however, when a pupil's attendance has fallen below 95% medical evidence will be required to support the reason for absence. If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment and evidence of the appointment is provided.

Parents/carers can notify us of appointments by sending supporting evidence to attendance@alderchs.uk Parents/carers can also notify us by contacting the main school number, the absence line and/or contacting the Attendance Support Officer.

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary and they are expected to attend school before and/or after the appointment.

The pupil's parents/carers must also apply for other types of term-time absence at least 4 weeks in advance of the leave of absence. See section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil 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

Each day:

At 8.20am:

- Audibant announcement will notify all that form time has started
- All pupils will line up at designated point for their assigned year group
- Those that are in the school grounds but not at line up on time will be issued a corrective by their form tutor
- All entrance gates will be locked with those who arrive after 8.20am going to reception

From 8.21am:

- Pupils are late and the register will be coded with a L
- Pupils will enter school via the pupil reception up to 9.00am
- After 9.00am pupils will enter via the main reception area
- Pupils will sign in and be given a late slip
- The late slip will detail pupil name and time of arrival
- The reason for late arrival will be recorded on Class Charts
- The pupil will be spoken to about the reason for late arrival and this will be recorded
- The pupil will go to form and their tutor will observe the slip and address the reason for late arrival

After 8.50am:

- Pupils are late after the registers have closed. The register will be coded with a U

Consequence of late arrival

- Pupils will be spoken to on arrival and will be asked to give reason for poor punctuality
- Parents will be notified via Class Charts
- Pupils will attend a 30-minute detention after school on the same day. KS3 will be in A3 and KS4 will be in A4. The detentions will be led by pastoral staff
- If a detention is not attended, it will be upscaled to Compass for the following day
- Pupils will attend detention on every day that they arrive late
- 2 or more late arrivals in a week will result in an additional detention on a Friday for 1 hour after school with SLT
- If a Friday detention is not attended the pupil will be placed in Compass on the Monday and the detention will be deferred to the following Friday

4.5 Following up unexplained absence

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

- Contact the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason.
- Identify whether the absence is approved or not. Absence will not be authorised unless parents/carers have provided a satisfactory explanation and that it has been accepted as such by the head teacher. If a pupil's attendance falls below 95% the absence will remain unauthorised unless medical evidence is provided to the school.
- 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 pupil was absent.
- Contact 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 statutory action.
- Where relevant, report the unexplained absence to any external agencies supporting the family.
- Where appropriate, offer support to the pupil and/or their parents to improve attendance.
- Identify whether the pupil 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 the school will request statutory action from the local authority.

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. This will be done via school communications in the form of Class Charts, text

messages, letters, reports, and parents evening. The school will send out letters each half term to parents/carers where their child's attendance has fallen below 95%.

5. Authorised absence

5.1 Approval for term-time absence

The headteacher will only grant a **leave of absence** to a pupil 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 for employment or for admission to another educational institution
- 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 pupil is authorised to be absent for.

Leave of absence will not be granted for a pupil 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 but at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the college's main reception. The headteacher may require evidence to support any request for leave of absence.

5.2 Other reasons for authorised 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 pupil'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 for religious observance. Pupils should attend school on the days surrounding those set apart for religious observance
- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons 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 pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience

- If there is any other unavoidable cause for the pupil 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.

6. Strategies for promoting attendance

Alder Community High School recognises that poor attendance is often an indication of difficulties and trauma in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and/or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required. It is expected that the child and their family work collaboratively with school to identify the most appropriate resources and support and to accept the support that is offered or advised.

The school will implement a range of strategies to support improved attendance for all pupils. Strategies used may include but are not limited to:

• Escalation of attendance approach / graduated approach

• School Health referral

• Attendance report cards (Attendance Tracker)

• Referrals to support agencies such as early help, TOG Mind and/or Children's Social Care.

• Pupil Voice Activities

• Addressing emotional barriers to school attendance (EBSA)

• Trauma-informed approaches

• Time limited part time timetables

• Inclusion Strategy Toolkit

• Reintegration support packages

6.1 Members of staff may visit your home if your child is absent regardless of whether a reason for absence has been received. If a home visit has been carried out staff may request to see the pupil.

6.2 Members of staff will contact Greater Manchester Police if they are concerned for a pupil's welfare or to gain advice and guidance about a pupil's absence.

6.3 The school may carry out a home visit where absence has exceeded three days. The staff will ask to see the pupil during this home visit.

6.4 If a parent/carer reports a pupil has moved out of the area school staff may seek advice and share relevant information with partner agencies to support in ensuring the pupil is safe. This may include Greater Manchester Police and Children's Services.

6.5 The school offers a number of rewards schemes in relation to good and improved attendance.

7. Supporting pupils with poor attendance

Our school will make use of the full range of support and 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.

7.1 Attendance contract

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Education supervision order

In cases where voluntary early help plans and attendance contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.3 Notice 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.

A notice 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 pupil attends school.

It will include:

- Details of the pupil'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, or prosecution considered, 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

7.4 Penalty notices

The headteacher (or a deputy or assistant headteacher, authorised by the headteacher), 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, we will check with the local authority before doing so, and send the local authority 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 pupil
- 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

Each parent who is liable for the pupil'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 pupil, 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.

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 pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance, mental or physical ill health or SEND

The school will work collaboratively with both internal and external services to support pupils with complex barriers to attendance.

The school will offer "Support First" meetings to discuss and address barriers to learning.

The school will work with partner agencies where a pupil's attendance has become a cause for concern.

The school will work with health agencies to address complex barriers. These include but are not limited to:

School Health (NHS)

Mental Health Support Team

TOG Mind

Healthy Hyde

CAMHS

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

Where a pupil has been absent for 15 consecutive or non-consecutive school days and the absence is authorised the school will inform the Local Authority.

8.2 Pupils returning to school after a lengthy or unavoidable period of absence

Staff at the school will liaise with parents/carers throughout the course of the absence.

Home visits will be carried out during the period of absence unless deemed unsuitable by the Senior Leadership Team.

Pupils will have access to an array of support on their return depending on their need. This includes but is not limited to:

- School Health referral
- Reintegration plan including a time limited part time timetable
- Transition pass or medical pass depending on individual need/circumstance (supporting evidence required)
- Lift pass (supporting evidence required)
- Early Help
- EBSA resources
- Allocated a key adult for check ins and a supported start to each day

In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

When deciding whether a child's absence should be considered prolonged, we will consider the:

- Patterns and trends in the child's absences and their personal circumstances.
- Vulnerability of the child and their parents, as well as the circumstances of their home life.

We will also implement our safeguarding procedures (see our child protection/safeguarding policy on the school website and refer any concerns to local children's social care and/or request a police welfare check.

9. Attendance monitoring

9.1 Monitoring attendance

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

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be 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.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 9.4 below)
- Provide regular attendance reports to form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs coordinator, designated safeguarding lead and inclusion lead.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

9.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil 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 pupils 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 pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7, above)

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every 12 months by Rachel Anderson, Senior Leader for Safeguarding and Attendance. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions

Appendix 1: attendance codes

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

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
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil 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	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or

		• Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	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
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays