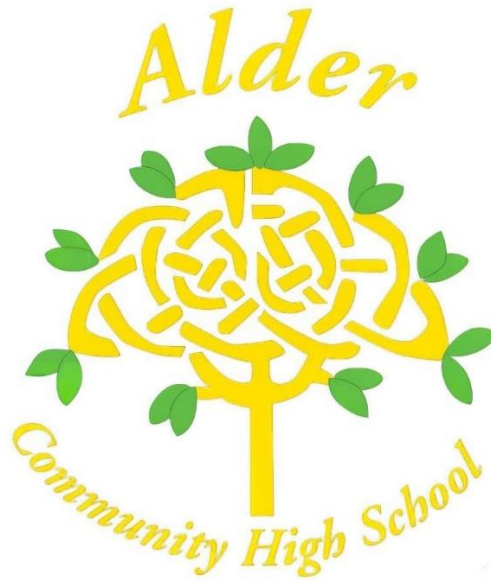


Alder Community High School



Student Attendance Policy

Author:	Rachel Anderson, Designated Senior Leader for Safeguarding		
This policy was agreed by the governing body on:		17 th December 2024	
This policy supersedes all previous policies relating to this area.			
Implemented:	Autumn 2024	Review date:	Autumn 2025
Statutory <input type="checkbox"/> Non-statutory <input checked="" type="checkbox"/> To be published on the school website <input checked="" type="checkbox"/>			

Revision Date	Section	Details

Contents:

Section 1 Introduction and Vision.....

Section 2 Aims.....

Section 3 Legal Framework.....

Section 4 Roles and Responsibilities.....

Section 5 Attendance Protocols.....

Section 6 Authorised and unauthorised absence.....

Section 7 Strategies for promoting attendance

Section 8 Attendance monitoring

Section 9 Stages of Intervention - Attendance Management Flowchart

Section 10 Links with other policies

Appendix 1 Attendance Codes.....

Section 1: Introduction and Vision

At Alder Community High School, we believe that regular school attendance is key to enable students to achieve their full potential and be ready for the next steps of their education or training. Our students will become confident, independent and competent learners, who are able to make a positive contribution to their education and maximise their aspirations and overall learning.

Improving attendance is everyone's business. Attendance is essential for students to get the most out of their school experience, including their attainment, wellbeing and wider life choices, whilst being able to establish positive peer relationships.

There is a definite link between attendance and attainment and those students who have a higher attendance will generally achieve better qualifications and are more able to access higher education, employment or further training.

If a student is to be absent, parents must advise school by telephone before 8.20am on the first day. They must inform school of the reason for the absence and provide an expected date of return.

Parents are advised to make medical and dental appointments outside of the school day and where possible parents are asked to share the appointment card/letter with school.

The school will strive to provide a welcoming and caring environment where each member of the school community feels safe and secure. Both staff and student wellbeing is at the heart of what we do.

The school will establish an effective system of incentives and rewards which acknowledges the efforts of students to improve their attendance and punctuality and will support all students and their parents to address issues impacting on attendance and punctuality in an inclusive and personalised manner, ensuring a bespoke package of support is offered, where necessary.

To meet these objectives, Alder Community High School will establish an effective and efficient system of communication with students, parents and appropriate agencies to provide mutual information, advice, support and guidance.

The governing body, head teacher and staff will ensure that all aspects of this policy and its application promote equality for all students. Liaising with the dedicated pastoral staff to support any welfare concerns.

Alder Community High School recognises that attendance is a matter for the whole school community. Our attendance policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement and the safeguarding, bullying and behaviour policies.

Section 2: 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
- Supporting and promoting punctuality to school and in attending lessons

Prevent	Intervene	Target
patterns of absence developing by promoting good attendance.	early by using data to identify patterns of absence before they become persistent. Work with families to remove barriers to attendance.	support for persistent and severe absentees with all local partners working together to re-engage students.

Section 3: 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 \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment
- <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made>It also refers to:
- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

Section 4: Roles and Responsibilities

Alder Community High School believes that improved school attendance can only be achieved if it is viewed as the shared responsibility of all staff, governors, parents/carers, students and the wider school community.

4.1 The Governing Body 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
- 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
- Holding the headteacher to account for the implementation of this policy

4.2 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
- Issuing penalty notices, 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 students and parents through all available channels

4.3 The designated senior leader for attendance 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

4.4 The Education Welfare Officer is responsible for:

- Establishing and maintaining effective systems for managing absence, and making sure they are followed by all staff
- Safeguarding students with persistent absence by ensuring their wellbeing through home visits and working with external agencies.
- Analysing attendance data to identify areas of focus for improvement and creating action plans in response to concerns identified
- Working together with the Progress and Pastoral Leaders to analyse attendance and plan, monitor and review interventions to address issues of poor attendance
- 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 students and their families.
- Completing early help assessments and using a multi-agency approach to support
- Offering interventions to students 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 students and their parents/carers
- Delivering targeted intervention and support to students and families
- Safeguarding students 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 penalty notice request to the local authority
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance of students with SEND, including where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care plan (EHCP) has falling attendance, or where there are barriers to attendance that relate to the student'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 headteacher

4.5 The Progress and Pastoral Leaders are responsible for:

- Actively promoting the importance and value of good attendance to students and their parents/carers
 - Supporting form tutors to manage the attendance of the students in their form and reinforce the importance of early intervention and recognition of potential issues or concerns and furthermore, acting upon them
 - Daily contact with parents/carers to establish and discuss reasons for absence during attendance focus time
 - Working together with the Education Welfare Officer to analyse attendance and plan, monitor and review interventions and address issues of poor attendance
 - Reinforcing the importance of regular and punctual school attendance and the impact on

- attainment via assemblies
- Linking attendance and punctuality achievement to reward systems, giving incentives and realistic achievable targets for students
- Addressing attendance issues with individual students
- Raising attendance and punctuality issues during meetings with parents/carers linking attendance and attainment
- Contributing to the evidence required to support legal interventions
- Documenting interventions used to a standard required by the local authority should legal proceedings be instigated

4.6 Form Tutors are responsible for:

- Actively promoting the importance and value of good attendance to students and their parents
- Supporting students to review their own attendance
- Forming positive relationships with students and parents
- Contributing to a whole school approach which reinforces good attendance; with good teaching and learning experiences that encourage all students 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 students
- Discussing attendance with students individually
- Contributing to the evaluation of school strategies and interventions

4.7 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)

We request that parents:

- Talk to their child about school life and what goes on there. Take a positive interest in their child's work and educational progress
- Instil the value of education and regular attendance within the home environment
- Encourage their child to look to the future and have aspirations
- Contact the school if their child is absent to let them know the reason why and the expected date of return
- Try to avoid unnecessary absences. Wherever possible make appointments for the doctor, dentist, etc. out of school hours
- Ask the school for help if their child is experiencing difficulties
- Inform the school of any change in circumstances that may impact on their child's attendance
- Support the school; take every opportunity to get involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home
- Encourage routine at home, for example, consistent bedtime, homework, preparing a school bag and uniform the evening before
- Not keep their child off school to go shopping, to help at home or to look after other members of the family
- Avoid taking their child on holiday during term-time, where a parent requires leave of absence for their child in exceptional circumstances, they are asked to put the request in writing to school

Section 5: Attendance Protocols

5.1 Attendance register

We will keep an electronic attendance register 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 (Pupil Registration) (England) Regulations 2024, whether every pupil 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 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 2.55pm.

Students must arrive in school by 8.20am each day.

The register will be taken at 8.20am and will be kept open until 8.50am. The register for the second session will be taken during period 4 which starts at 12.20pm.

5.2 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 8am or as soon as practically possible, by calling the school attendance office on 0161 368 5132 option 1 or via the reporting option in Class Charts.

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 may ask for medical evidence to support this 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.

5.3 Planned absence

We do encourage parents to make medical and dental appointments outside of school hours and during the holiday periods where possible. However where this is not possible, the student should be out of school for the minimum amount of time necessary.

Absence to attend a medical or dental appointment will be authorised if the parent notifies the school in advance of the appointment.

If a student has an appointment the parent should contact the school via email admin@alderchs.uk marking the email FAO the Attendance Team, by telephoning the school attendance office on 0161 368 5132 option 1 or via the reporting option in Class Charts.

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 6 to find out which term-time absences the school can authorise.

5.4 Lateness and punctuality

A student who arrives late:

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

Any student who arrives late on more than one occasion during a week will be kept in detention on a Friday after school. During the detention, intervention will take place to reinforce the importance of punctuality and the impact of late arrival on their learning and future opportunities.

Classroom teachers will address lateness to lesson on an individual basis.

5.5 Following up unexplained absence

Where a student does not attend school without reason, the school will endeavour to make contact with the parent/carer using a range of strategies. This will enable staff to identify whether the absence is approved or not and whether there are any safeguarding concerns that need to be explored further.

Strategies:

- A message will be sent via Class Charts, before 10am each day.
- Members of the attendance and pastoral teams will make telephone calls during Attendance Focus Time.
- Home visits may be carried out by pastoral staff where contact cannot be made, where there are safeguarding concerns, or where the absence is prolonged and this may facilitate a swift return to school for the student

During the investigation of reasons for absence, staff will:

- 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
- Flag a note on the register regarding contact or attempts at contact with the parent
- Where relevant, report the unexplained absence to other professionals working with the student
- Offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, legal action may be initiated

5.6 Reporting to parents

The school will inform parents about their child's attendance and absence levels in termly reports. Parents can also access this information in Class Charts.

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

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
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

Requests for leave of absence in term time should be made in writing to the headteacher by letter or email. The headteacher's decision is final and cannot be appealed. If parents take their child out of school without making a request or after a request has been denied, the absence will be marked as unauthorised. If the absence exceeds 10 sessions (5 days) then a Penalty Notice request will be submitted to the local authority.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 5.2 and 5.3 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)
- A short off-site direction to another school
- 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

6.2 Attendance legal intervention

As absence is so often a symptom of wider issues a family is facing, we will always aim to work

together with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or is not engaged with, the law protects students' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents.

When necessary, 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

Where a child of compulsory school age has unauthorised absence from school, the headteacher (or someone authorised by them), can request that the local authority issue a penalty notice to the parent.

Before requesting 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 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 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. 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 £160 within 28 days reduced to £80 if paid within 21 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.

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.

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

Attendance prosecution

Prosecution in the Magistrates Court is the last resort where all other support has been explored. The school will work together with the local authority where it may be necessary to pursue prosecution. Only local authorities can prosecute parents.

Local authorities have the power to prosecute parents who fail to secure their child's regular attendance at a school, for which there are 2 separate offences: section 444(1) where a parent fails to secure the child's regular attendance; and section 444(1A) where a parent knows that the child is failing to attend school regularly and fails to ensure the child does so. The section 53 444(1) offence may result in a fine of up to level 3 (£1,000) and the section 444(1A) offence may result in a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.

7. Strategies for promoting attendance

Alder Community High School recognises that poor school attendance is often an indication of difficulties in a child's life. This may be related to problems at home or in school, or maybe due to illness. 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, illness of a family member, incidents of domestic abuse, divorce/separation, or any other issues within the family home. This will help the school identify any additional support that may be required.

Alder Community High School also recognises that some students may require additional support to attain good attendance, for example, those students with specific health needs/ongoing illness, those students with special educational needs, those with physical or mental health needs and looked after children.

The school will implement a range of strategies to support improved attendance. Strategies used will include:

- Analysis of data
- Reward systems/ recognising improved attendance
- Personal Development awareness raising sessions
- Letters home
- Student voice activities
- Punctuality reports
- Friendship groups and peer relationship support
- Pastoral care and support
- Reintegration programmes following absence
- Breakfast club
- Time limited modified timetables and reintegration support via the Beacon support base
- Individual and group work with identified students including EBSA
- Discussion with parents and students – meetings in school/home visits
- Governors Attendance Panels
- Referral to medical panel where medical issues impact on attendance
- Liaise with School Health
- Early Help Assessments (EHA)
- Referrals to support agencies and links with external support agencies

Medical issues supported by medical evidence

Where there is a medical issue that is supported by medical evidence that impacts on school attendance, we will refer to the Tameside protocol for Supporting Pupils with Medical Conditions [Children-with-Medical-Needs-Protocol-updated-2023.docx \(live.com\)](#)

8. Attendance monitoring

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 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 that 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.

8.2 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 students 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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to form tutors to facilitate discussions with students and families, and to the governing board and school leaders (including the special educational needs co-ordinator, designated safeguarding lead and pupil premium 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 student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

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 pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

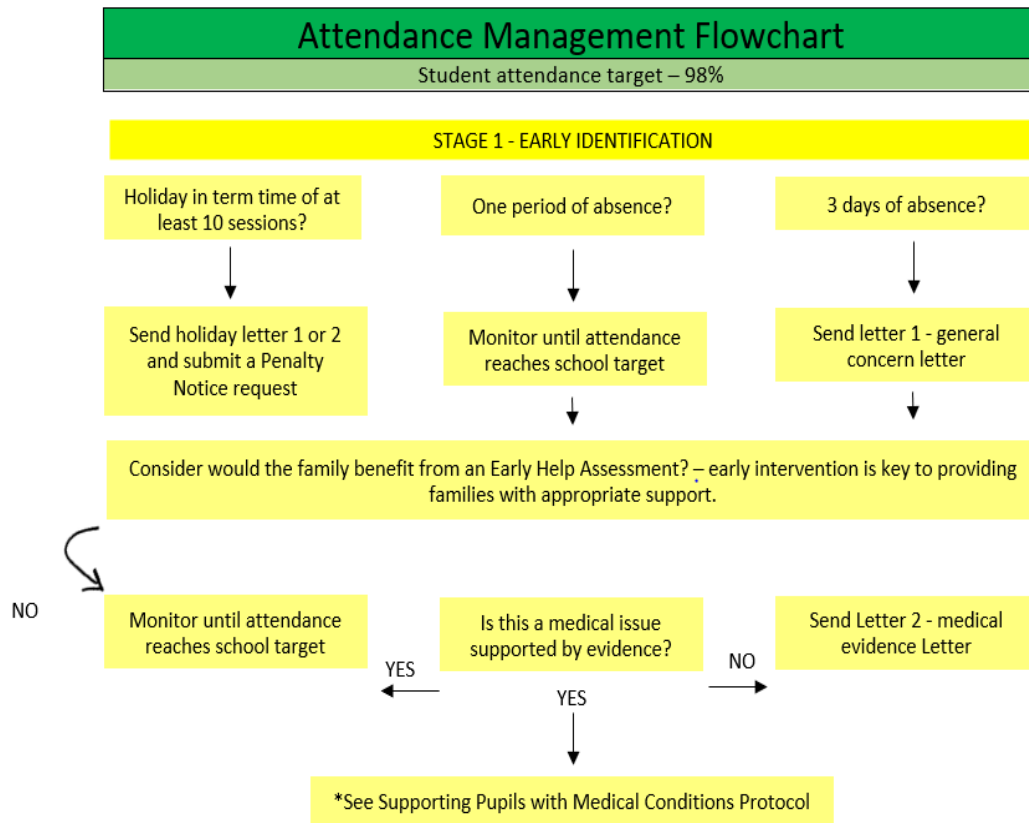
The school will:

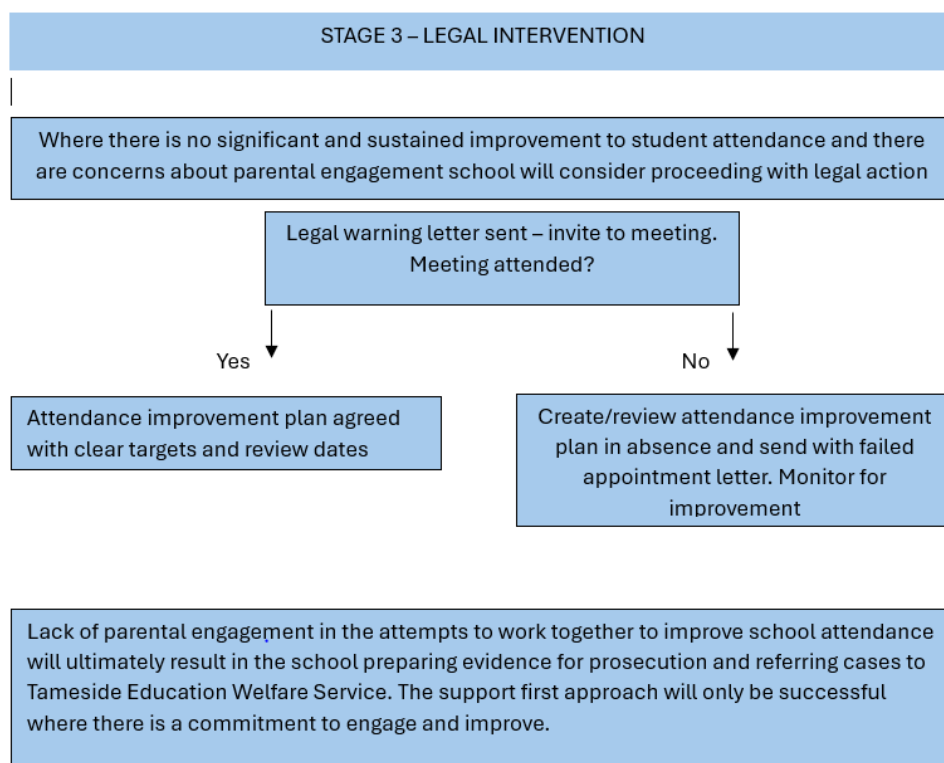
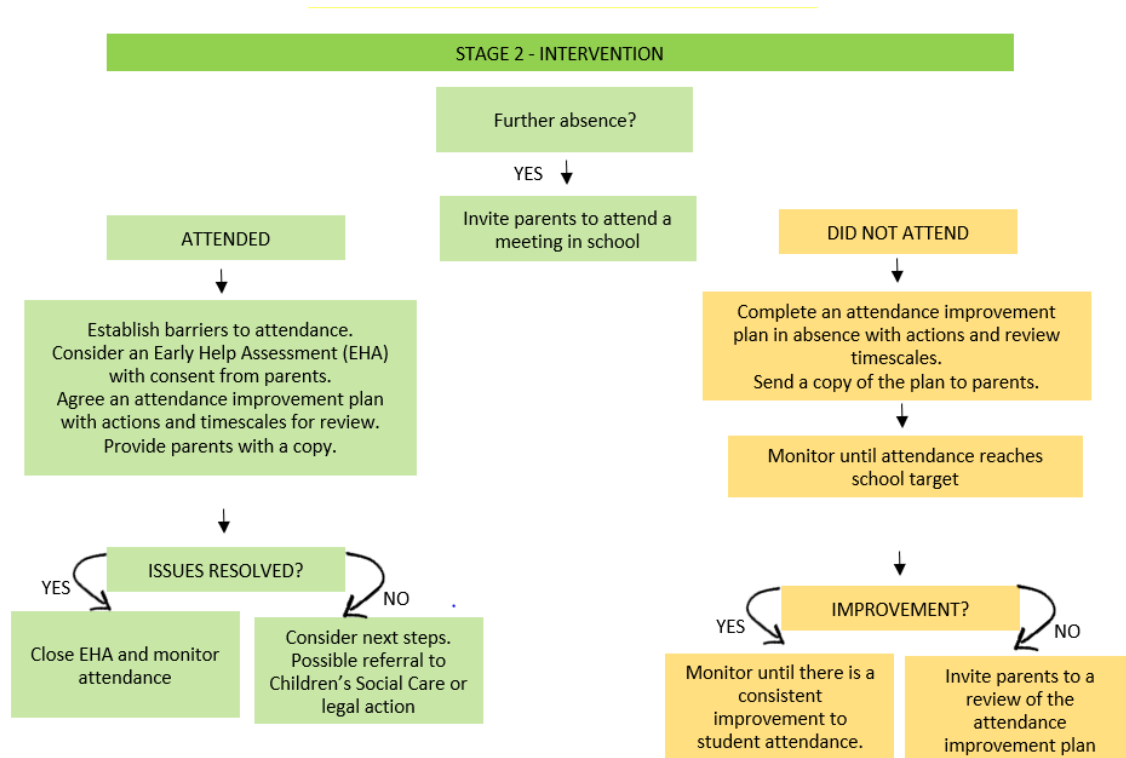
- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

- Hold regular meetings with the parents of 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 6.2, above)

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

Section 9. Stages of Intervention





Section 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)	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: <ul style="list-style-type: none"> • 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