



Derby Cathedral School Attendance Policy 2025-2026

Approved by the Trust Board on: 18th July 2024

Policy Status	Date	Review Date
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1. Our Trust

Promoting good school attendance is everyone's responsibility.

DDAT strives to ensure that all its schools create an inclusive environment which enables and encourages all pupils/students to reach their full potential. For pupils/students to achieve in accordance with their potential and to gain the greatest benefit from their education, it is vital that they attend regularly.

DDAT understands that barriers to attendance are complex, and that some pupils/students find it harder than others to attend school; therefore, DDAT schools will prioritise cultivating a safe and supportive environment in all their schools, as well as strong and trusting relationships with all pupils/students and parents/carers.

There is a Trust Attendance Strategy which aims to:

- Improve attendance in all DDAT schools
- Reduce persistent absence in all DDAT schools
- Develop strategies to catch up lost learning for pupils/students whose attendance is a concern

2. Our School Context

Derby Cathedral School is transitioning to be an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

Inclusive Attendance Development Programme

We have reviewed and are further enhancing our attendance practices through dedicated participation in the Inclusive Attendance development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.

Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of the system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" guidelines.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns you should contact the school as soon as possible:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at Derby Cathedral School

To address any identified attendance issues effectively, we will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

3. Key Staff: Roles and Responsibilities

Name of Staff Member	Roles and Responsibilities	Contact Details
Andrew Brown	Head Teacher	a.brown@derbycathedralschool.org.uk
Paul Hammerton	Safeguarding Lead	p.hammerton@derbycathedralschool.org.uk
Renata Stephen	Attendance Lead	r.stephen@derbycathedralschool.org.uk
Paul Beardmore	Attendance Officer	p.beardmore@derbycathedralschool.org.uk
Bonnie Hill	Head of Year 7	b.hill@derbycathedralschool.org.uk
David Thompson	Head of Year 8	d.thompson@derbycathedralschool.org.uk
David Brierley	Head of Year 9	d.brierley@derbycathedralschool.org.uk
Marie Bird	Head of Year 10	m.bird@derbycathedralschool.org.uk
Victoria Lynch	Head of Year 11	v.lynch@derbycathedralschool.org.uk
Alex McIntyre	Head of Sixth Form	a.mcintyre@derbycathedralschool.org.uk

4. Our Aims and Approach

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil/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 ensure pupils/students have the support in place to attend school.
- Promoting and supporting punctuality in attending lessons.

Our attendance philosophy recognises the importance of both personal and collective achievements, it is an approach which aims to address negative factors which can impact children/young people and to create an inclusive environment where we can foster positive relationships with our pupils/students and their families.

We recognise that school attendance plays a key role in shaping academic outcomes, personal development, and prospects; regular school attendance can have a significant impact on:

- **Academic achievement:** There is a correlation between regular school attendance and academic outcomes.
- **Knowledge:** School is where children/young people acquire knowledge and skills that are crucial to their growth and development; missing days is missing opportunities.
- **Social Development:** School provides an environment for children/young people to develop social skills, interact and form bonds and attachments. Consistent school attendance supports peer group connections.

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Routines: School attendance provides structure and routine, helping children/young people to learn time management and the organisational skills they will need in later life.

- **Teacher interaction:** Regular attendance enables staff and pupils/students to develop meaningful and productive relationships which support teacher understanding of needs and assessment of progress.
- **Preventing knowledge gaps:** Poor school attendance leads to knowledge gaps and pupils/students can find it difficult to catch up potentially leading to long-term academic difficulties.
- **School engagement:** Children/young people who attend school regularly are more likely to become involved in extra-curricular and enrichment activities.
- **Parent/carers legal responsibility:** Parents/carers are legally responsible for ensuring their child's/student's regular school attendance; failure to do so can lead to legal consequences.

5. Legislation and Guidance

This policy meets the requirements of the [Working together to improve school attendance](#) (applies from 19 August 2024) ([publishing.service.gov.uk](#)) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [DfE's guidance on Children Missing Education](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges - GOV.UK \(www.gov.uk\)](#)
- [Missing Children and Adults - A cross government strategy \(publishing.service.gov.uk\)](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

6. Roles and Responsibilities

6.1 The Local Academy Committee

The Local Academy Committee is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos.
- Making sure school leaders fulfil expectations and statutory duties.
- Regularly reviewing and challenging attendance data.

- - Monitoring attendance figures for the whole school and pupil/student groups.
 - Making sure staff receive adequate training on attendance.
- Holding the headteacher to account for the implementation of this policy.

6.2 The Headteacher

The headteacher is responsible for:

- Implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors at Local Academy Committee meetings.
- Supporting staff with monitoring the attendance of individual pupils/students.
- Monitoring the impact of any implemented attendance strategies.
- Issuing fixed-penalty notices, where necessary.

6.3 The designated senior leader and their deputy/ies

Designated senior leaders and their deputies with responsibility for attendance will:

- Offer a clear vision for attendance improvement.
- Evaluate and monitor expectations and processes.
- Have an oversight of data analysis.
- Devise specific strategies to address areas of poor attendance identified through data.
- Arrange calls and meetings with parents/carers to discuss attendance issues.
- Deliver targeted intervention and support to pupils/students and families.

6.4 The Attendance Lead

The school attendance lead will:

- Monitor and analyse attendance data, as detailed in section 10.
- Benchmark attendance data to identify areas of focus for improvement.
- Provide regular attendance reports to school staff and report concerns about attendance to the designated senior leader responsible for attendance and the headteacher and other key staff.
- Arrange calls and meetings with parents/carers to discuss attendance issues.
- Deliver targeted intervention and support to pupils/students and families.
- Identify patterns of poor attendance or lateness and intervene early to address any underlying issues.
- Work with education welfare officers, and other professionals, to tackle persistent absence.
- Advise when a fixed penalty notice should be issued.

6.5 Class teachers/form tutors/Head of Year/Pastoral Leads

Class teacher/Form tutors/Heads of Year/Pastoral Leads will:

- Fulfil their responsibility for recording attendance daily, using the correct codes, and submitting this information to the school MIS.

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- Liaise directly with parents/carers regarding the impact that a pupil's/student's attendance is having on their progress or other aspects of school life.
- Actively encourage pupils/students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- Identify patterns of poor attendance or lateness and intervene early to address any underlying issues.

Maintain open lines of communication with parents/carers regarding attendance. They should inform parents/carers of any concerns about a child's attendance or punctuality.

- Provide additional support to children who may be experiencing attendance challenges.
- Set clear expectations for attendance and punctuality; this includes communicating the importance of regular attendance for learning and academic progress.
- Strive to create a positive and welcoming environment where pupils/students feel motivated and engaged.
- Be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to the appropriate school staff can lead to effective interventions.
- Be aware of safeguarding protocols and report any concerns related to a child's/young person's safety or well-being promptly to the appropriate school staff.

6.6 School Administrative staff / Attendance Officer

School administrative staff / attendance officer will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system.
- Appropriately manage and direct enquiries from parent/carers to appropriate staff to enable them to access support with attendance matters.
- Liaise directly with staff who have responsibility for safeguarding regarding absences and attendance concerns relating to vulnerable pupils/students.

6.7 Parents/carers

Parents/carers are expected to:

- Ensure that daily routines are established at home, which support their child attending school every day on time. Please note: The school start time is 8.35am and ends at 3.10pm.
- Set clear expectations for their child regarding school attendance; emphasise the importance of attending school regularly and being on time.

- - Promote healthy practices and routines which support children/young people with being ready and able to attend school, such as adequate sleep, healthy diet, regular exercise, positive peer relationships etc.
 - Demonstrate a positive attitude to education and to attendance by discussing with their child the value of school and the opportunities that education provides for their future.
 - Attend school events such as parents' evenings, taking the opportunity to develop relationships with key staff and to discuss your child's progress and ambitions.
 - Communicate effectively with the school regarding their child's attendance, this includes calling the school to report their child's absence before 8.30am on the day of the absence and each subsequent day of absence and advise when they are expected to return.
 - Share information readily with the school regarding matters which can impact negatively on school attendance such as bullying, online safety concerns, negative peer relationships etc.
 - Provide the school with more than one emergency contact number.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Keep up to date regarding school attendance processes.

6.8 Students

Students are expected to:

- Attend school every day, on time and attend all timetabled sessions on time.
- Sixth Form students are expected to attend school every day, on time and to attend all lessons in accordance with their agreed timetable.
- Commit to learning by recognising the value of education and attending every day that they are able and well enough to do so.
- Maintain a positive attitude by being open to new experiences and being willing to engage in learning activities and participating in classroom discussion and group work.
- Take responsibility by arriving at school well equipped and ready to learn.
- Build positive relationships with their peers and school staff by demonstrating respect for others, following rules and instructions.
- Maintain healthy routines which enable them to attend school and engage in learning.
- Have an understanding of the importance of attendance on their wellbeing, social relationships, academic outcomes and long-term ambitions.
- Ask adults for help and support when they are facing challenges which might impact on them being able or wanting to attend school.

7. Recording Attendance

7.1 Attendance register

We will keep an attendance register and place all students onto this register.

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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 whether every student is:

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

Any amendment to the attendance register will include:

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

Please refer to Appendix 1 for the DfE attendance codes.

We will also record:

Whether absences are authorised or not.

- The nature of the activity if a pupil/student is attending an approved educational activity.
- The nature of circumstances where a pupil/student is unable to attend due to exceptional circumstances.

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

The register for the first session will be taken at 8.40am and will be kept open until 9.10am. The register for the second session will be taken at 12.50pm and will be kept open until 1.30pm.

7.2 Unplanned absence

The student's parent/carers must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am or as soon as possible by contacting the attendance team.

Day 1	Email/phone call before 8.30am Email: attendance@derbycat-hedralschool.org.uk Tel.: 01332 325710, option for reporting student absence	Parent should confirm: • Name of child • Tutor group • Brief reason for absence, including symptoms of any illness (just stating “illness”, “unwell”, “poorly”, “not feeling great” do not provide sufficient information about the absence)
Each Subsequent Day	Email/ phone call Before 8:30am	• Update us about the absence

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

If the authenticity of an illness is in doubt, the school may ask the student’s parent/carer to provide medical evidence, such as a doctor’s note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

7.3 Planned absence

Attending a medical or dental appointment will be counted as authorised if the student’s parent/carer notifies the school in advance of the appointment.

Parents should notify the attendance team as soon as they book medical appointments by calling or emailing the attendance team.

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

The student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

7.4 Lateness and punctuality

A student who arrives late:

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

For ongoing punctuality issues the school will:

- Notify parents/carers via email on the same day their child was late.
- Follow the agreed sanction system for being late to school.
- Engage with parents/carers to identify barriers to punctuality and implement strategies/support to remove them.
- If punctuality concerns continue and/or the parent/carer is unwilling to cooperate, the school will consider informing the Education Welfare Service as appropriate.

7.5 Following up unexplained absence

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

- Call the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, we will consider conducting a home visit.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained; this will be no later than five working days after the session.
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary.
- If absence continues, the school will consider involving other agencies as appropriate.

7.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels via half-termly emails and termly progress reports.

8. Authorised and Unauthorised Absence

8.1 Approval for term-time absence

The Department for Education stipulates that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. There is no automatic right to any leave in term time, and any leave of absence is granted at the headteacher's discretion, including the length of time the pupil/student is authorised to be absent for.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible on the school website, <https://derbycathedralschool.org.uk/information/attendance>. The headteacher may require evidence to support any request for leave of absence.

The following are examples of **authorised absence**:

- Illness and medical/dental appointments.
- Religious observance: where the day is exclusively set apart for religious observance by the religious body to which the student's parent/carer belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart.
- Traveller students travelling for occupational purposes: this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, barges (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 pupil/student is attending educational provision.

8.2 Legal sanctions

Penalty notices can be issued by a headteacher, the local authority officer or the police, fining parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

The first time a penalty notice is issued for term time leave or irregular attendance the amount will be: £160 per parent, per child if paid within 28 days, reduced to £80 per parent, per child if paid within 21 days.

The second time, within a three-year period, that a penalty notice is issued for term time leave or irregular attendance the amount will be: £160 per parent, per child paid within 28 days.

The third time, within a three-year period, that an offence is committed for term time leave or irregular attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court.

The decision on whether to issue a penalty notice may consider:

- The number of unauthorised absences occurring within a rolling academic year.
- One-off instances of irregular attendance, such as holidays taken in term time without permission.
- Where an excluded student is found in a public place during school hours without a justifiable reason.
- If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

9. Strategies for Promoting Attendance

Promoting good school attendance is everyone's responsibility.

To promote good attendance our school uses the following strategies:

Our attendance philosophy is rooted in a recognition-based approach that celebrates both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and motivate our children, families, and staff.

We seek to create a school environment that enables all students to feel that they belong, and therefore actively want to attend school.

Good attendance is recognised through our Classcharts system, and is celebrated during Collective Worship sessions and special termly celebration assemblies.

10. Attendance Monitoring

10.1 Monitoring and analysing attendance

The attendance lead will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address habitual absence as soon as possible.

The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort.
- Individual year groups.
- Individual pupils/students.
- Demographic groups, e.g., pupils/students from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g., pupils/students with SEND, LAC, and pupils eligible for FSM.
- Pupils/students who have an allocated social worker, or are known to social care.
- A pupil/student who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Pupils/students at risk of persistent absence.
- Pupils/students at risk of severer absence.

The designated senior lead will conduct a thorough analysis of the above data on a half-termly, termly, and full-year basis to identify patterns and trends; this will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The attendance lead will provide regular reports to staff across the school to enable them to track the attendance of pupils/students and to implement attendance procedures. Specifically, where there is a safeguarding concern for a pupil/student absent who has unexplainable and or/persistent absences from education, the attendance lead will alert safeguarding staff in accordance with the school's established safeguarding recording and reporting processes.

Unexplained or extended absences from school will trigger safeguarding processes which are likely to include home visits and communicating with external agencies.

The attendance lead will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The Local Academy Committee will regularly review attendance data, including examinations of recent and historic trends, and will support the headteacher in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement and will share practice which has been shown to be effective with other schools.

The board of trustees will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

10.2 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers/form tutors, and other school leaders, to facilitate discussions with pupils/students and families.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.

10.3 Reducing persistent and severe absence

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.

- Hold regular meetings with the parents/carers of pupils/students who the school and/or local authority considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school.
- Provide internal Early intervention to students and families to address specific barriers to attendance.
- Provide access to wider support services to remove the barriers to attendance.

11. Working with External Agencies

	Derby	Derbyshire
Education Welfare and Local Authority Children Missing Education (CME) Officer	• Karen.Whetton@derby.gov.uk 01332 642254 • CME: 01332 641448 or cme@derby.gov.uk • See Children Missing Education for further information and CME referral form and for notification forms for child on roll, removal from roll and removal from roll to Elective Home Education (EHE)	• CME: CS.CMECoordinators@derbyshire.gov.uk • See Children missing from education (CME) policy and guidance and removal from school roll for further information
Virtual School for Looked After Children	• Virtual School Head - 07812 301044 or graeme.ferguson@derby.gov.uk	• Rachel Moore, Head of the Virtual School for Children in Care 07798 882876
Public Health Nurse/other health contact/s	• Specialist Community Public Health Nurse – School Health Derby 0-19 Family Integrated Health Services Revive School Nurse Team St Paul's House Enterprise Way Derby DE21 4BB 0300 1234 586 Option 1	N/A
Emotional Health and Well-being Services	Key links: Emotional well-being and mental health services Specialist Community Advisors. Derby and Derbyshire Mental Health Pathway Guidance	
Homelessness or at risk of homelessness	Derby city council homelessness webpages	Derbyshire county council Preventing homelessness webpages

Organisation	Description and contact details
NSPCC helpline for adults	Helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on: • Text 88858 • 0808 800 5000 • help@nspcc.org.uk
NSPCC helpline Report Abuse in Education	Bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals who need support and guidance: • 0800 136 663 • help@nspcc.org.uk
National Domestic Abuse Helpline	Hosted by Refuge , Helpline 0808 2000247
Operation Encompass	Resources for schools include free advice from an Education Psychologist about how best to support children via National Helpline 0204 513 9990
Report Abuse in Education helpline	• Young people who have experienced abuse at school and parents and teachers who are concerned about sexual abuse in education settings can call the Report Abuse in Education helpline on 0800 136 663 or email help@nspcc.org.uk

12. Policy Review

This policy will be reviewed when guidance from the local authority or DfE is updated, and as a minimum every two years by the trust. At every review, the policy will be approved by the Local Academy Committee.

13. Links with Other Policies

This policy links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Teaching and Learning Policy
- Mental Health and Wellbeing Policy

- SEND Statement
- Pupils with additional health needs Policy
- Home Visits Policy

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code I (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.

- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience. •
Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.

Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.

- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.

- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
 - Schools should discourage late arrival and set a specific time limit for registering attendance.
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- Late arrival beyond the specified time results in the pupil being marked as absent.
Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.