Plymouth CAST Attendance Policy

September 2024

Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
3.0	19/09/24	Kevin Butlin Director of Education	All Plymouth CAST staff	Updated Policy reflecting national expectations

Approvals

This policy requires the following approvals:

Board	Chair	CEO	Date Approved	Version	Date for Review
✔			November 2024	3.0	September 2025

National/Local Policy

✔ This policy must be localised by schools

Contents

1. Our Vision

The Catholic Church insists on the highest standards of academic achievement in its schools, so that our young people leave us as 'agents of change' – educated and caring people who have the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place.

Inspired by our Teacher, Jesus Christ, and his good news to the poor, we have a commitment especially to those who are disadvantaged. We are determined that a child's start in life need not determine their future. We are committed to the well-being of the earth, our common home, inspired by the example of Pope Francis: to live wisely, think deeply and love generously.

In all our schools we will develop a culture of high expectation and aspiration, based on our fundamental belief in the dignity of all human beings. We want all our pupils to flourish in safe, happy and enriching environments, taught and supported by adults who are skilled, motivated and committed to our shared vision and values.

We will work together as one Trust, one family of schools, a community inspired by a vision for excellence. We commit ourselves to deepen our mission and raise standards in order to provide an excellent Catholic education for every child in our care.

2. The Importance of School Attendance

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families.

The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.

It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust, Local CAST Board, the local authority, other local partners, and of course pupils' families.

3. The Law on School Attendance

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 41. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%)

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent)3 and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study

4. Working Together to Improve Attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:

EXPECT
Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

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MONITOR
Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become

entrenched.

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LISTEN AND UNDERSTAND When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

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FACILITATE SUPPORT Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

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FORMALISE SUPPORT Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

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ENFORCE Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

5. Expectations of Plymouth CAST Schools

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school.

The most effective schools consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. They also recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive. To manage and improve attendance effectively, all schools are expected to:

➢ Develop and maintain a whole school culture that promotes the benefits of high attendance.
➢ Have a clear school attendance policy which all staff, pupils and parents understand.
➢ Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
➢ Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place
➢ Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.

➢ Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

6. Develop and Maintain a Whole-School Culture that Promotes the Benefits of High Attendance

Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset.

Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture.

In building a culture of good school attendance, all Plymouth CAST schools are expected to:

➢ Recognise the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day to day life.
➢ Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).
➢ Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.
➢ Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
➢ Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.
➢ Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, schools should help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. It should also include clarity on the short and long term consequences of poor attendance.
➢ Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.
➢ Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.
➢ Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

7. Aims

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 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 have the support in place to attend school

We will also promote and support punctuality in attending lessons.

8. Legislation and guidance

This policy meets the requirements of the working together to improve school attendance (applies from 19 August 2024) 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, and 2016 amendments)

➢ The School Attendance (Pupil Registration) (England) Regulations 2024

➢ The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

➢ School census guidance

➢ Keeping Children Safe in Education

➢ Mental health issues affecting a pupil's attendance: guidance for schools

9. Roles and responsibilities

9.1 The Board of Directors

The Trust Board of Directors is responsible for:

 Setting high expectations of all SELT leaders, school leaders, staff, pupils and parents

 Making sure school leaders fulfil expectations and statutory duties, including:
   o Making sure the schools record attendance accurately in the register, and share the required information with the DfE and local authority
   o Making sure the schools work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate

 Recognising and promoting the importance of school attendance across the trust's policies and ethos

 Making sure the schools' 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 trust and its schools have high aspirations for all pupils, but adapt processes and support to pupils' individual needs

 Regularly reviewing and challenging trust attendance data

- Working with trust/ leaders to set goals or areas of focus for attendance and providing support and challenge

- Monitoring attendance figures for the trust and repeatedly evaluating the effectiveness of the trust's processes and improvement efforts to make sure they are meeting pupils' needs

- Where schools are struggling with attendance, ensuring that trust leaders support school leaders to develop comprehensive action plans 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:
  o The importance of good attendance
  o That absence is almost always a symptom of wider issues
  o The school's legal requirements for keeping registers
  o 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

- Ensuring the sharing of effective practice on attendance management and improvement across the schools

- Holding the headteacher Director of Education to account for the implementation of this policy

- Promoting the importance of pupil attendance across trust policies, practice and ethos

- Ensuring that a member of the Senior Executive Leadership Team has responsibility for attendance

- Ensuring that the Senior Executive Leadership Team and school leaders have the necessary resources to prioritise pupil attendance

- Ensuring that the Senior Executive Leadership Team prioritises attendance, and works with school leaders to improve pupil attendance

- Ensuring that the Senior Executive Leadership Team expects and enables school leaders to fulfil expectations and statutory duties.

- Regularly reviewing and challenging trust attendance data

- Monitoring the impact of trust-wide attendance initiatives

- Holding the Senior Executive Leadership Team to account for the implementation of this policy

- Through the Education and Standards Committee of the Board, regularly receive and challenge whole-trust attendance information, including data analysis.

9.2 Senior Executive Leadership Team

The Senior Executive Leadership Team is responsible for:

- Developing trust attendance policy on behalf of the board of Directors

- Promoting the importance of pupil attendance across trust policies, practice and culture

- Ensuring that school leaders have the necessary resources to prioritise pupil attendance

- Prioritising attendance, and working with school leaders to improve pupil attendance

- Supporting and challenging school leaders to fulfil expectations and statutory duties, including working with their local authority attendance teams.

- Regularly reviewing and challenging trust attendance data

- Monitoring the impact of trust-wide attendance initiatives

- Holding headteachers to account for the implementation of this policy

- Reporting on trust attendance to the Board of Directors

- Reporting on trust attendance to the DfE Regional Director and other agencies as required

9.3 Local CAST Board

The Local CAST Board is responsible for:

- Challenging and supporting school leaders to effectively implement the Trust Attendance Policy

- Setting high expectations of all school leaders, staff, pupils and parents

- Making sure school leaders fulfil expectations and statutory duties, including:
  o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  o Making sure the school works effectively with trust officers and 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:
  o The importance of good attendance
  o That absence is almost always a symptom of wider issues
  o The school's legal requirements for keeping registers
  o 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

- Sharing effective practice on attendance management and improvement across trust schools

- Holding the headteacher to account for the implementation of this policy

9.4 The Head of School

The headteacher is responsible for:

- Promoting the importance of pupil attendance across school policies, practice and culture

- Implementation of this policy at the school

- Ensuring that the school has a designated senior leader responsible for attendance (also known as the attendance champion)

- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

- Ensuring that the school effectively maintains and supports all required information management systems

- Monitoring school-level absence data and regularly and effectively reporting it to the Local CAST Board (LCB) and trust officers.

- Supporting staff with monitoring the attendance of individual pupils and specific groups

- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers

- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

- Monitoring the impact of any implemented attendance strategies

- Ensuring that the school works effectively with the local authority attendance team and other agencies to improve pupil attendance

- Issuing fixed-penalty notices, where necessary and/or authorising the attendance officer (Tracy Chapman) to be able to do so

9.5 The designated senior leader responsible for attendance

The designated senior leader is responsible for:Dave Clift

- Leading, championing and improving attendance across the school

- Setting a clear vision for improving and maintaining good attendance

- Evaluating and monitoring expectations and processes

- Having a strong grasp of absence data and oversight of absence data analysis

- Regularly monitoring and evaluating progress in attendance

- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

- Liaising with pupils, parents/carers and external agencies, where needed

- Building close and productive relationships with parents to discuss and tackle attendance issues

- Creating intervention or reintegration plans in partnership with pupils and their parents/carers

- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Dave Clift and can be contacted via lskingle@ndonline.org.

9.6 The attendance officer

The school attendance officer is responsible for:

- ☐ Monitoring and analysing attendance data (see section 7)

- ☐ Benchmarking attendance data to identify areas of focus for improvement

- ☐ Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher

- ☐ Working with education welfare officers to tackle persistent absence

- ☐ Advising the Head of School (authorised by the Head of School) when to issue fixed-penalty notices

The attendance officer is Tracy Chapman and can be contacted via attendance@ndonline.org

9.7 The Special Educational Needs Coordinator (SENCo)

The SENCo is responsible for:

- ☐ Championing the attendance of children with SEND

- ☐ Working with the Designated Senior Leader for Attendance to support the attendance of children with SEND.

- ☐ Monitoring and analysing attendance data for children with SENCo (see section 7)

- ☐ Working with relevant school staff to support the attendance of children with SEND

- ☐ Working with children SEND to identify and address barriers to school attendance

- ☐ Working with the parents of children with SEND to identify and address barriers to school attendance

- ☐ Working with outside and specialist agencies to identify and address barriers to school attendance

The school SENCo is Clare Sampson and can be contacted via csampson@ndonline.org

9.8 The Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- ☐ Championing the attendance of vulnerable children including those on Early Help, Child in Need and Child Protection Plans

- ☐ Working with the Designated Senior Leader for Attendance to support the attendance of vulnerable children

- ☐ Monitoring and analysing attendance data for vulnerable children

- ☐ Working with relevant school staff to support the attendance of vulnerable children

- ☐ Working with vulnerable to identify and address barriers to school attendance for children with SEND

- ☐ Working with the parents of vulnerable children to identify and address barriers to school attendance

- ☐ Working with the local authority, outside and specialist agencies to identify and address barriers to school attendance for vulnerable children

The school DSL is Erica and can be contacted viaeley@ndonline.org

9.9 The Designated Teacher for Looked After Children

The Designated Teacher for Looked After Children is responsible for:

- ☐ Championing the attendance of children in Local Authority Care

- ☐ Working with the Designated Senior Leader for Attendance to support the attendance of children in Local Authority Care

- ☐ Working with the Headteacher of the Virtual School to support the attendance of children in Local Authority Care

- ☐ Monitoring and analysing attendance data for children in local authority Care (see section 7)

- ☐ Working with relevant school staff to support the attendance of children in local authority care

- ☐ Working with children in local authority care to identify and address barriers to school attendance

- ☐ Working with the parents/guardians of children in local authority care to identify and address barriers to school attendance

- ☐ Working with outside and specialist agencies to identify and address barriers to school attendance

The school Designated Teacher for Looked After Children is Erica Ley and can be contacted via eley@ndonline.org

9.10 The Designated Teacher for Disadvantaged Children

The Designated Teacher for Disadvantaged Children is responsible for:

- ☐ Championing the attendance of disadvantaged children

- ☐ Working with the Designated Senior Leader for Attendance to support the attendance of disadvantaged children

- ☐ Monitoring and analysing attendance data for disadvantaged children (see section 7)

- ☐ Working with relevant school staff to support the attendance of disadvantaged children

- ☐ Working with children in local authority to identify and address barriers to school attendance

- ☐ Working with the parents of disadvantaged children to identify and address barriers to school attendance

- ☐ Working with outside and specialist agencies to identify and address barriers to school attendance

The school Designated Teacher for disadvantaged children is Ann Morgan and can be contacted via amorgan@ndonline.org

9.11 Tutors

Tutors are responsible for:

- ☐ Promoting the importance of high levels of pupil attendance

- ☐ Championing the attendance of children in their class(es)

- ☐ Implementing school attendance policy, including policy for managing lesson transitions and arrivals

- Recording attendance on a daily basis, using the correct codes, and submitting this information to the school office on the same day
- Knowing the attendance of pupils within their teaching/tutor groups
- Knowing the attendance of pupils within their sphere of leadership i.e. SEND, PP, LAC etc
- Working with pupils, parents, other school staff and outside agencies to support high levels of attendance.
- Working with the designated senior lead for attendance and other school leaders to support the good attendance of individual pupils and specific groups.

9.12 School admin staff

School admin staff will:

- Promote the importance of high levels of pupil attendance
- 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 pastoral team in order to provide them with more detailed support on attendance
- Advise the designated senior lead for attendance of any concerns

9.13 Parents/carers

Parents/carers are expected to:

- Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:
- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day and on time
- Call the school to report their child's absence before 8am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the tutor who can be contacted via email or telephone.

9.14 Pupils

Pupils are expected to:

- Attend school every day on time

- Attend every timetabled session on time

- Call the school to report their absence before 8am on the day of the absence and each subsequent day of absence

10. Recording attendance

10.1 Attendance register

We will keep an electronic attendance register, and place all pupils 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 4 for the DfE attendance codes.

We will also record:

➢ For pupils of compulsory school age, 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 8.50am and ends at 3.15pm.

Pupils must arrive in school by 8.45am on each school day.

The register for the first session will be taken at 9.00am and will be kept open until 9.30am. The register for the second session will be taken at 1pm and will be kept open until 1.30pm.

10.2 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 8.30am, or as soon as practically possible, by calling the school attendance team, who can be contacted via ClassCharts or attendance@ndonline.org.

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

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

10.3 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.A request form can be found at Student Services.

However, 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.

The pupil'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 11 to find out which term-time absences the school can authorise.

10.4 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

The pastoral team will work collaboratively with parents/carers to ensure punctuality is maintained by students. Students must sign in at the admin office before they go to their first lesson. Parents are able to report lateness using the ClassCharts app.

10.5 Following up unexplained absence

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

- ➢ Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may link in with the Plymouth City Council IAWS service.
- ➢ Identify whether the absence is approved or not
- ➢ Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- ➢ Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- ➢ Where relevant, report the unexplained absence to the pupil's youth offending team officer
- ➢ 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 refer to wider interventions such as Plymouth City Council IAWS service.

10.6 Reporting to parents/carers

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via ClassCharts which gives daily, weekly, monthly and yearly attendance.

11. Authorised and unauthorised absence

11.1 Approval for term-time absence

The headteacher will allow pupils 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 will be decided upon as a case-by-case basis and only approved by the Head of School.
➢ A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.
➢ We define 'exceptional circumstances' as
➢ 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 and, where possible, at least two school weeks before the absence, and in accordance with any leave of absence request form, accessible via Student Services. The headteacher may require evidence to support any request for leave of absence. If a pupil is over compulsory school age (e.g. sixth form), leave can be requested or agreed by the pupil or a parent they normally live with.

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
➢ 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 pupil is attending educational provision
➢ If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil 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 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

11.2 Sanctions

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

Penalty notices

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

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

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

> ➢ Whether the national threshold for considering a penalty notice has been met **(10 sessions of unauthorised absence in a rolling period of 10 school weeks)**
> ➢ Whether a penalty notice is the best available tool to improve attendance for that 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.

Notices to improve

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

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

They 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 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

12. Strategies for promoting attendance

St Boniface's College recognises that positively promoting excellent attendance (above 97%) will have the biggest impact on a pupil's attainment and wellbeing. Intrinsic motivators, such as a developing a pupil's own desire and ambition to attend school regularly and do well, are always preferably to extrinsic motivators such as school rewards systems. However, St Boniface's College recognises that in some circumstances rewards and incentives can play a role in promoting good school attendance by recognising pupil achievement, especially where attendance improves through a pupil's actions to overcome barriers to attendance. It is important to ensure that any such rewards and incentives are applied fairly and that they do not discriminate against either groups or individual pupils.

St Boniface's College will pay careful consideration to the Equality Act 201010 to ensure that individuals with protected characteristics are not discriminated against. As such, St Boniface's College does not agree with rewarding pupils for 100% attendance as this may discriminate against pupils, e.g. those with under-lying health conditions for whom 100% attendance is unachievable.

Rewards that may be used at our school are:

• Half termly achievement points awarded via ClassCharts for those with 96% or above for that half term.

 • Half termly achievement points awarded via ClassCharts for those who have improved their attendance.

 • Individual rewards as part of improved attendance through a targeted monitoring scheme.

• Inclusion in whole school initiatives such as attendance raffles at individual or tutor group level.

13. Supporting pupils who are absent or returning to school

13.1 Pupils absent due to complex barriers to attendance

Pupils will face a graduated level of support to meet their need for improving attendance. The most effective support is when clear lines of communication are established between all parties involved. The strategies that may be employed will include (but are not limited to the following). In each case due consideration will be given to the individual circumstances of the pupil.

• Requests for additional medical evidence.

 • Parents may be invited to attend a Team Around Me (TAM), or an Early Help Assessment Tool (EHAT) meeting, where barriers to attendance can be discussed and solutions offered.

 • Where social, emotional or mental health (SEMH) needs or other medical needs are identified, referral to the appropriate agency may be supported. For example, counselling, CAMHS or other pupil services.

 • Reduced timetables may only be offered to pupils with a medical or SEMH need. They should only be used for the shortest time possible to allow a successful reintegration and must not be used in response to poor behaviour.

13.2 Pupils absent due to mental or physical ill health or SEND

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

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

Where a pupil's attendance is a concern due to illness, then the school may invite parents to provide medical evidence for any further absence as part of a Supportive Attendance Meeting. Medical evidence may include items such as a doctor's notes or certificates or hospital appointment letters.

When a pupil is absent because of long-term illness, or an under-lying health condition an Individual Health Care Plan (IHCP) may be written alongside the parent and other appropriate stakeholders. This should provide a structure for the pupil to be re-integrated back into the classroom. An IHCP should only be completed once diagnosis is confirmed and the prognosis given by the medical team supporting the pupil.

14. Attendance monitoring

14.1 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 the data can be accessed regularly and securely.] This is a statutory requirement

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.

14.2 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

14.3 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 it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 14.4 below)
- ➢ Provide regular attendance reports to tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- ➢ 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

14.4 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:

- ➢ Complete a Persistent Absence Action Plan for every persistently absent child
- ➢ Complete an In Danger of Becoming Persistently absent action plan for every pupil at risk of becoming so.
- ➢ 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:

  - o Discuss attendance and engagement at school
  - o Listen, and understand barriers to attendance
  - o Explain the help that is available
  - o Explain the potential consequences of, and sanctions for, persistent and severe absence
  - o 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 5.2, above)

15. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum **annually** by **the trust's Director of Education**. At every review, the policy will be approved by the trust's Board of Director's before being provided to the school for personalisation and adoption by the Local CAST Board.

16. Links with other policies

This policy links to the following policies:

- ➢ Child protection and safeguarding policy

- ➢ Behaviour policy

➢ SEND policy

➢ Managing Children's Medical Conditions in School Policy

Examplar Attendance Action Plan 2024/25 - PUPILS AT RISK OF PERSISTENT ABSENCE

School Name	*Attendance Lead*	*School Improvement Officer*

To be completed for all pupils with attendance at risk of becoming under 90% and shared with SIO

PUPIL	YR GROUP	SEN/PP	ATTENDANCE AUTUMN 1	ATTENDANCE AUTUMN 2	ATTENDANCE SPRING 1	ATTENDANCE SPRING 2	ATTENDANCE SUMMER 1	ATTENDANCE SUMMER 2
A	3	N/A	92.2%	91.8%				

IDENTIFIED RISK FACTORS
SEMH issues identified Safeguarding concerns Reduction of academic attainment/progress Weak preparation for next stage in education and/or life choices
ATTENDANCE CONTEXT
How long has attendance been an issue? Any notable changes? Any notable patterns? Any known risks to future attendance? The pupil is often absent on: ● Days straddling a weekend

- Days when staying with particular parent/carer
- Homework/coursework due
- Exam/test days
- Particular timetabled lessons eg: PE
- Days where there are school events
- Any other pupil/family/health specific context

BEHAVIOUR CONTEXT

Highlight where appropriate
- SEMH issues
- Current/previous victim of bullying
- Current/previous perpetrator of bullying
- Safeguarding concerns
- Anxiety over friendships
- Previous school refuser
- Anxiety over academic ability

BARRIERS TO LEARNING

Additional barrier which may be contributing
- SEND
- EHCP
- Speech and language
- Engagement in learning due to anxiety in general or specifically
- Relationships with adults working within school
- Anxiety over transition times/changes of adults
- Site accessibility

Milestone one should begin at any point in the school year when attendance was highlighted as an issue eg; where attendance is at risk of falling below 90% in Spring term 2, milestone one will be summer 1

MILESTONE ONE	MILESTONE TWO	MILESTONE THREE	MILESTONE FOUR	MILESTONE FIVE	MILESTONE SIX
Data is used effectively to identify and track pupil. Staff member checks in with pupil regularly	Pupil speaks to trusted adult regularly. Class/form teacher has identified patterns of poor attendance and discussed ways to mitigate with parents and leaders	Pupil is regularly attending SEMH intervention and is beginning to talk openly about feeling Parents engage with school and other agencies appropriately. Meetings are attended	Attendance has improved Pupil shows more confidence in approaching a range of adults for support	Pupil attends netball club during lunchtimes Parents speak positively about school and their commitment to support attendance	Attendance has increased with pupil no longer at risk and pupil speaks positively about school

WHO?	WHAT'S GOOD ABOUT SCHOOL?	WHAT'S DIFFICULT?	WHAT WOULD HELP?
Pupil	● I want to see my friends ● I want to get good marks on my GCSEs and go to university	● I feel anxious in large groups ● I feel overwhelmed when teachers put me on the spot to answer questions	● Teacher not asking questions in front of the whole class ● Have a safe space to go during breaktimes

	● I feel like all my friends are getting on with their lives, and I'm missing out	● I was bullied in the past, so now I feel unsafe in the playground ● I used to enjoy playing netball, but I don't any more ● I love being at home, I learn best there because I'm less anxious ● I miss my dad	
Parents/carers	● They miss their friends and feel like they're missing out ● They say that they enjoy art class and like their art teacher ● They have good days, when they're determined to go in ● They want to get good GCSEs	● Every morning it's a battle to get them up, dressed and ready for school ● They're not interested in their clubs and hobbies any more ● My husband and I recently separated, so things have been tough at home ● Sometimes I don't have the energy to put up a fight with them in the morning and force them to go in, so I let them stay home while I work from home	● Support with engaging husband in discussions
Trusted adult	● They work very hard and push themselves get good marks	● Sometimes they're too hard on themselves, and put too much pressure on themselves to be perfect	● Opportunities for pre-teach activities to support and close gaps.

		• They seem to be more on the periphery of their social group than they used to be • They seem disengaged from lessons, especially when they've missed out a key concept when they've been off absent • They rarely approach teachers to discuss what they don't understand, and prefer to figure things out alone	
Form/class teacher			
SENCO			
DSL			
Mental health lead			
Any other key members of staff			

OBJECTIVE	ACTION	WHO?	INTENDED IMPACT	MONITORING/REVIEW/ACTUAL IMPACT

Parental engagement with school improves	Parents to meet with attendance lead monthly Parents proactively engage in support from school and LA AST		Parents are able to openly discuss difficulties surrounding attendance and support school in addressing these	*Mum has attended all meetings, however, dad is not engaging with school. This means that attendance is better when pupil is staying with mum but dips when dad has custody.* *Consider moving towards TAC to support with this*
Increase pupil confidence within lessons/breaktimes	Identified adult to check in with pupil during and at the end of each lesson Pupil to engage with relevant interventions eg: ELSA	All teaching staff	Pupil becomes more confident and begins to work confidently within small group situations, asking questions when needed	
Support parents and pupils in identifying and addressing external barriers	School leaders to identify and contact outside agencies. Parents and pupils engage effectively with identified agencies		External barriers are eradicated or impact diminished	
Regular review of attendance data to identify and mitigate against further risk	Teachers monitor attendance in school/lessons and record patterns	All teaching staff	Patterns are identified and school staff show evidence of effective mitigation	

Identify potential future barriers for poor attendance moving forward leading to severe absence	Work with pupil/parent/staff/ outside agencies to identify and take action to mitigate against these		Barriers to attendance are identified and tracked. Action plan reflects potential new issues	

Appendix 2

Attendance Action Plan 2024/25 - PERSISTENTLY ABSENCE PUPIL

School Name	*Attendance Lead*	*School Improvement Officer*

To be completed for all pupils with attendance under 90% and shared with SIO

PUPIL	YR GROUP	SEN/PP	ATTENDANCE AUTUMN 1	ATTENDANCE AUTUMN 2	ATTENDANCE SPRING 1	ATTENDANCE SPRING 2	ATTENDANCE SUMMER 1	ATTENDANCE SUMMER 2
A	3	SEN/PP	88.4%	89.2%				

IDENTIFIED RISK FACTORS
SEMH issues identified Safeguarding concerns Reduction of academic attainment/progress

Weak preparation for next stage in education and/or life choices

ATTENDANCE CONTEXT

How long has attendance been an issue? Any notable changes? Any notable patterns? Any known risks to future attendance?
The pupil is often absent on:

- Days straddling a weekend
- Days when staying with particular parent/carer
- Homework/coursework due
- Exam/test days
- Particular timetabled lessons eg: PE
- Days where there are school events
- Any other pupil/family/health specific context (give detail)

BEHAVIOUR CONTEXT

Highlight where appropriate

- SEMH issues
- Current/previous victim of bullying
- Current/previous perpetrator of bullying
- Safeguarding concerns
- Anxiety over friendships
- Previous school refuser
- Anxiety over academic ability

BARRIERS TO LEARNING

Additional barrier which may be contributing

- SEND
- EHCP

- Speech and language
- Engagement in learning due to anxiety in general or specifically
- Relationships with adults working within school
- Anxiety over transition times/changes of adults
- Site accessibility

Milestone one should begin at any point in the school year when attendance is highlighted as an issue eg; where attendance falls below 90% in Spring term 2, milestone one will be summer 1

MILESTONE ONE	MILESTONE TWO	MILESTONE THREE	MILESTONE FOUR	MILESTONE FIVE	MILESTONE SIX
Pupil and family attend monthly meeting with attendance lead to discuss attendance. Adaptive teaching strategies allow pupil to interact effectively within a classroom situation. Staff member checks in with pupil 1:1 throughout each lesson.	Pupil speaks to trusted adult at least once a week. Parents support school in completing remote learning where necessary so pupil can access all learning Termly meeting with LA attendance officer is taking place	Pupil is regularly attending SEMH intervention and is beginning to talk openly about feeling	Attendance has improved. A full school week has been completed at least four times this term Pupil shows more confidence in approaching a range of adults for support Termly meeting with LA attendance officer is taking place	Pupil attends netball club during lunchtimes A full school week has been completed at least four times this half term	Attendance has increased to be at least 96% and pupil speaks positively about school A full school week has been completed at least nine times this term Termly meeting with LA attendance officer is taking place

WHO?	WHAT'S GOOD ABOUT SCHOOL?	WHAT'S DIFFICULT?	WHAT WOULD HELP?
Pupil	• I want to see my friends • I want to get good marks on my GCSEs and go to university • I feel like all my friends are getting on with their lives, and I'm missing out	• I feel anxious in large groups • I feel overwhelmed when teachers put me on the spot to answer questions • I was bullied in the past, so now I feel unsafe in the playground • I used to enjoy playing netball, but I don't any more • I love being at home, I learn best there because I'm less anxious • I miss my dad	• Teacher not asking questions in front of the whole class • Have a safe space to go during breaktimes
Parents/carers	• They miss their friends and feel like they're missing out • They say that they enjoy art class and like their art teacher • They have good days, when they're determined to go in • They want to get good GCSEs	• Every morning it's a battle to get them up, dressed and ready for school • They're not interested in their clubs and hobbies any more • My husband and I recently separated, so things have been tough at home • Sometimes I don't have the energy to put up a fight with them in the morning and force them to go in, so I let them stay home while I work from home	• Support with engaging husband in discussions

Trusted adult	● They work very hard and push themselves get good marks	● Sometimes they're too hard on themselves, and put too much pressure on themselves to be perfect ● They seem to be more on the periphery of their social group than they used to be ● They seem disengaged from lessons, especially when they've missed out a key concept when they've been off absent ● They rarely approach teachers to discuss what they don't understand, and prefer to figure things out alone	● Opportunities for pre-teach activities to support and close gaps.
Form/class teacher			
SENCO			
DSL			
Mental health lead			
[Insert other stakeholders as appropriate]			

OBJECTIVE	ACTION	WHO?	INTENDED IMPACT	MONITORING/REVIEW/ACTUAL IMPACT
Parents work with school and Local Authority Attendance Support Team (LA AST) to identify barriers to attendance	Parents, pupil and school leaders develop action plan Where appropriate, parents sign an attendance contract/engage with early help plan		Parents are able to openly discuss difficulties surrounding attendance and support school in addressing these	*Mum has attended all meetings, however, dad is not engaging with school. This means that attendance is better when pupil is staying with mum but dips when dad has custody.* *Consider moving towards TAC/TAF to support with this*
Increase pupil confidence within lessons	Identified adult to check in with pupil during and at the end of each lesson	All teaching staff	Pupil becomes more confident and begins to work confidently within small group situations, asking questions when needed	
Where support is not working, being engaged with or appropriate, work with LA AST to enforce attendance	Fines are considered where appropriate		Parents are aware of their statutory responsibility and engage well with the school and other agencies to improve attendance	
Regular review of attendance data to identify and mitigate against further risk	Teachers monitor attendance in school/lessons and record patterns Parents to meet with attendance	All teaching staff Attendance lead	Patterns are identified and school staff show evidence of effective mitigation	

	lead monthly			
Raise with School Attendance Support Team within the local authority at termly meeting	Work with LA AST to identify and work with local schools with effective practice in managing poor attendance		LA School Attendance Support Team are aware of specific pupils causing concern and direct school towards appropriate support	
Identify potential future barriers for poor attendance moving forward leading to severe absence	Work with pupil/parent/staff/ outside agencies to identify and take action to mitigate against these		Barriers to attendance are identified and tracked. Action plan reflects potential new issues	

Attendance Action Plan 2024/25 - Term Time Holidays

School Name	Attendance Lead	School Improvement Officer

Action plan to be completed to show all pupils with attendance under 90% caused by term time holidays only - this should be added to through the year and pupils should be moved onto a action plan if attendance appears to be an issue outside of term time holidays

PUPIL	YR GROUP	SEN/PP	Days lost due to holidays/number of holidays	ATTENDANCE AUTUMN 1	ATTENDANCE AUTUMN 2	ATTENDANCE SPRING 1	ATTENDANCE SPRING 2	ATTENDANCE SUMMER 1	ATTENDANCE SUMMER 2
A	10	SEN/PP		88.4%	89.2%				
B									
C									

WHOLE SCHOOL ATTENDANCE	WHOLE SCHOOL ATTENDANCE WITH TERM TIME HOLIDAYS EXTRAPOLATED
ATTENDANCE CONTEXT	

- Term time holidays are taken at least once every academic year leading to a loss in learning

OBJECTIVE	ACTION	WHO?	INTENDED IMPACT	MONITORING/REVIEW/ACTUAL IMPACT
All stakeholders are aware of expectations	All parents are made aware that term time holidays will be unauthorised and the potential implications			
All term time absences are appropriately challenged	Parents requesting term time holidays receive written confirmation that this is not agreed			
Parents are fully aware of pupil attendance and regularly reminded	All parents made aware of attendance levels at least termly			
Parents are fully aware impact of lack of attendance and regularly reminded	Parents are made aware of the impact of absence on attainment and progress			
All stakeholders are aware of whole school attendance	Newsletters show attendance levels and expectations are clear			

Raise with School Attendance Support Team within the local authority at termly meeting	Work with LA AST to identify and work with local schools with effective practice in managing term time holidays			
Identify potential barriers for poor attendance moving forward	Work with pupil/parent/staff/ outside agencies to identify and take action to mitigate against these			
Where support is not working, being engaged with or appropriate, work with LA AST to enforce attendance	Fines are considered where appropriate			

Appendix 4: 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 practically 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