ATTENDANCE POLICY

Status	Approved	Approval	Full Governing Body
Maintenance	Full Governing Body	**Role(s) responsible**	Head Teacher
Date Effective	September 2024	**Date of last review**	July 2024
Date of next review	July 2025	**Date withdrawn**	Not withdrawn.
Lead Professional	Assistant Headteacher & Headteacher	**Location of policy**	www.coltonhills.co.uk

COLTON HILLS COMMUNITY SCHOOL

Contents

1. Aims

Colton Hills Community School is committed to providing a full and effective education to all students, building aspirations, strengthening self-belief and striving for achievement.

We believe that if students are to benefit from their education and achieve their potential, good attendance and punctuality are crucial. As a school we do all that we can to ensure maximum attendance for all students; we identify and address any problems that impede punctuality and regular attendance as speedily as possible.

We recognise that parents/carers have a vital role to play in establishing regular and punctual attendance and therefore strive to work in partnership with parents/carers and students to resolve those problems as quickly and efficiently as possible by offering support. We will adopt a clearly focused approach aimed at returning the student to full attendance at all times. A similar approach will be adopted with students whose punctuality is considered to be an issue.

It is our duty to consistently strive to achieve a goal of 97-100% attendance for all students. Every opportunity will be used to convey to students and their parents/carers the importance of regular and punctual attendance.

For our students to take full advantage of the educational opportunities offered, it is vital your child is at school, on time, every day the school is open unless the reason for the absence is unavoidable. The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

School attendance is subject to various education laws and this school attendance policy is written to reflect these laws and guidance provided by The Department for Education. This policy supports the wider themes of the Safeguarding Policy in that it promotes wellbeing, happiness and supports the high standards of personal achievement for all.

Attendance and the impact on learning

The Department of Education has published research into the effect that missing time from school can have on chances of succeeding in assessments and public examinations. The results clearly show that missing even small amounts of time from school could have a significant effect on achievement.

Descriptor	Attendance	Equals absent number of days in an academic year	Learning hours lost
Outstanding	100%	0	0
Excellent	99%	2	10
Good	98% 97% 96%	4 6 7.5	20 30 37.5
Satisfactory	95% 94% 93%	9.5 11.5 13	47.5 57.5 65
Cause for Concern	92% 91% 90%	15 17 19	75 85 95

Serious cause for concern	89%	21	105
	88%	23	115
	87%	25	125
	86%	27	135
	85%	28.5	142
	84%	30.5	152
	83%	32	160
	82%	34	170
	81%	36	180

- It is suggested that 17 missed school days a year equals 1 GCSE grade drop in achievement.
- 90% attendance over 1 school year of secondary school equals 4 whole weeks of lessons missed.
- 90% attendance over 5 school years of secondary school equals half a school year missed.
- If a student can improve their attendance by 1%, they will see a 5-6% improvement in school attainment.

Categories of Attendance

Through the 'Wise UP' Scheme we categorise your child's attendance in relation to the table above. Students use this weekly to monitor their own attendance in tutor time.

Colour	%	Meaning
Gold	100%	Outstanding
Silver	97-99.9%	Excellent
Bronze	95-97%	Good
Green	92-95%	Satisfactory
Amber	90-92%	Cause for concern, requires improvement, ask for support
Red	Below 90%	Serious cause for concerns, requires improvement, ask for support

Punctuality and the Impact on Learning Lost

Just 5 minutes a day late = 25 minutes a week of learning time lost
25 minutes a week = 2 ½ hours a half term of learning time lost
2 ½ hours a half term = 15 hours a year of learning time lost
15 hours a year = 3 days of lost learning of learning time lost

3 days of lost learning every year = 3 weeks of lost learning by the end of Year 11

Simply being 5 minutes late every day is likely to lead to your child not being as successful as they could be. Therefore, you can imagine what 30 minutes of lateness does to a child's learning time.

2. Legislation and guidance
This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- It also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities
3.1 The governing board
The governing board is responsible for:
- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate

> Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
> Holding the headteacher to account for the implementation of this policy
> Link governor for attendance is Sonia Wilkes, who has responsibility for monitoring attendance.

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the attendance officer to be able to do so
- 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
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The designated senior leader in charge of attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- 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 Mrs K Fox (Assistant Headteacher Pastoral) and can be contacted via 01902 558420 and/or via email on coltonhillsschool@wolverhampton.gov.uk.

3.4 The attendance officer

The school attendance officer is responsible for:

> Making first day contact when reasons of absence are unknown.
> 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
> Offer support to families who are in need/hit triggers according to data.
> Advising the headteacher/Senior Leader of attendance (authorised by the headteacher) when to issue fixed-penalty notices
> Reporting students who are absent from education to the DSL and to the LA if they are 'Missing in Education'.

The attendance officer is Miss S Walker and can be contacted via (01902) 558455 and/or via email on chcs_attendance@coltonhills.co.uk

3.5 Class teachers/form tutors

Class Teachers and Form Tutors are responsible for recording attendance on a daily basis every lesson using the correct codes (see Appendix 1) and submitting this information to the school office on the same day.

3.6 School admin staff will

> Take calls from parents/carers about absence on a day-to-day basis and record it on the school system.
> Transfer calls from parents/carers to the Pastoral Team in order to provide them with more detailed support on attendance if required.

3.7 Parents/carers

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 everyday/every timetabled lesson on time
> Call 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.
> 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 (after 3:15pm) and provide evidence of appointments if this is not avoidable.
> Colton Hills Community School, Local Authority (Wolverhampton) and parents will create in agreement an attendance contract to agree actions and support to improve attendance when needed.
> Seek support, where necessary, for maintaining good attendance, by contacting your child's Year Team, The Attendance Officer (Miss S Walker), Senior attendance Lead (Mrs K Fox), who can be contacted via (01902) 558455 and/or via email on chcs_attendance@coltonhills.co.uk or coltonhillsschool@wolverhampton.gov.uk.

3.8 Pupils

Pupils are expected to:

> Attend every timetabled session, on time.
> Sixth Form students or their parents must call school to report their absence before 8:30am on the day of the absence and each subsequent day of absence. This must be reported to the attendance team and Mr Ryan/Mr J Bentley (Sixth Form Team).

4. Recording attendance

4.1 Attendance register

We will keep an electronic register, and place all pupils onto this register. All students are placed on a register for their specified class according to their timetable. Registers are taken every lesson to allow us to monitor attendance but also to act as a student checklist in respect of health and safety issues – e.g. Fire Drill. Legally we are required to report AM and PM session attendance to the Local Authority. Pupils must arrive in school by 8:20am on each school day so they are seated, ready in their classrooms at 8:30am to learn. The register for the first session (AM) will be taken at 8:30am and will be kept open until 9:00am when registers are closed. The register for the second session will be taken at the start of lesson 4 and will be kept open for 30 minutes. Once the session registers are closed your child will be given an 'Unauthorised absent mark' unless there is a good reason.

Registers will be marked using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

> Present
> Attending an approved off-site educational activity

> Absent
> Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:
> The original entry
> The amended entry
> The reason for the amendment
> The date on which the amendment was made
> The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

We will also record:
> Whether the absence is authorised or not
> The nature of the activity if 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.

4.2 Unplanned absence

The pupil's parent/carer 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: (01902) 558455 and leaving a message if no-one is available, or by text message to 07624814006, or email chcs_attendance@coltonhills.co.uk.

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, or medical evidence has been requested due to absence being monitored.

Where the absence is longer than 3 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/carers will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. This can be done via phone call or email to the attendance team (01902 558455 or email chcs_attendance@coltonhills.co.uk). However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, then the pupil should attend before and/or after the appointment so they are out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:
> Before the register has closed will be marked as late, using the appropriate code (L code).
> After the register has closed (30 minutes after it opened) will be marked as absent (U code), using the appropriate code. Note a U Code does affect your attendance and counts as a unathorised attendance mark.
  If a student is late for their lesson the punctuality pathway will be followed, please see appendix 2.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:
> Call the pupil'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 pupil's emergency contacts, the school may ask the Education Welfare Officer, a member of school staff or the Police to complete a safe and welfare check when we have concerns about persistent or sporadic absence.
> 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

› 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 direct the education welfare officer to complete another visit, if there is no contact made by the 3rd Consecutive day of absence (2 days for children on a plan with social care or deemed vulnerable).

› 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 may contact the local authority to issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.

› Under section 8 of the Education Regulations Act (2006) the school will make 'reasonable' enquiries into the location of pupils with 10 days continuous unauthorised absence or for those who fail to return from leave of absence granted during term time. If no contact is made by the 10th day, the student will be reported as Missing in Education to the Local Authority.

4.6 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 the Class charts app and termly written reports

5. Authorised and unauthorised absence

5.1 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 from the DfE (Working together to improve school attendance 2024). These circumstances are:

› Taking part in a regulated performance or regulated employment (in accordance with the Children and Young Persons Act 1963) as long as the school remains satisfied that this will not have a negative effect on the pupil's education.
› Attending an interview
› A temporary, time-limited part-time timetable and/or offsite direction
› Exceptional circumstances

The headteacher will only grant other leave of absence to a pupil during term time if they consider it to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as an unavoidable, unexpected circumstance that is out of your control. 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 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website. The headteacher may require evidence to support any request for leave of absence this may include, a copy of the child's passport, a outbound and inbound (return) flight/boat ticket, a death certificate etc. If a pupil is over compulsory school age (e.g. sixth form), leave can be requested by the 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, 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.

5.2 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

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).

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.

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 authority's code of conduct in the 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

6. Strategies for promoting attendance

Attendance is regularly discussed with pupils to highlight the importance and impact of good attendance in general conversations with staff, form time and classes. Posters and displays around school and letters sent home also highlight the impact of attendance on attainment which is outlined in section 1.

Good attendance and improvement of attendance is acknowledged and celebrated on a weekly, termly and yearly basis. Good and improved attendance is recognised in form tutor periods, assemblies and displays on a weekly basis. Students who achieve 100% attendance for the week are entered into a raffle to win a reward and this resets each week so it is accessible to everyone.

Attendance of individual students (100% and those who have improved), tutor groups and houses are recognised and rewarded termly in celebration assemblies. Those with a 100% attendance also receive a letter of recognition which is sent home to parents.

Attendance and punctuality also forms part of the 'Outstanding student criteria' which allows students to obtain a place on the half termly reward activity session. This is set at 97% for attendance and less than 3 lates for punctuality, alongside other criteria linked to behaviour. All criteria must be met to obtain a place on the activity unless they receive a golden ticket from a member of SLT or their Year team.

7.0 Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

We encourage families who are struggling to get in touch with school so we can offer support. We pride ourselves on working with our families to offer support in whatever capacity and level is needed.

To support our families and pupils with complex barriers effectively, strategies we use may include:

- Inform, involve or negotiate with teaching staff/all staff when appropriate where there are particular issues or concerns.

- Consider strategies to support the pupil when in school/classroom and share these with staff.

- Consider timetable modifications or supplementary provision

- Consider individual and group opportunities for counselling or targeted work to support the student with concerns.

- Consider peer support and mentoring through 'Wise up' groups.

- Implement an Early Help Assessment

- Implement the Emotional School Based Non-Attendance pathway.

- Consider referral to or involvement of offsite provision including the Orchard Centre, where home tuition or off-site education may be more appropriate.

- Implement an attendance contract agreed by the pupil, parents and school in terms of support and targets to help the pupil improve.

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

Pupils absent from school due to mental or physical ill health or their SEND are supported so they can ensure they miss as little education as possible and therefore reasonable adjustments are agreed with the family to support them to achieve this. This may include for example; modified timetables, mentoring, support with medication, risk assessments and/or referrals to external services.
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.

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

Pupils who are away for a lengthy or unavoidable period of absence from school may find it difficult to return and therefore we always ensure they are welcomed back by all staff. Their tutor will speak to them the first day they return and check they are ok and ask if they require any support.

Teaching staff will check in with them upon their return in their first lesson and discuss what they have missed and they can catch up. TO support them with this and reduce gaps in their learning we provide all our curriculum on

our school website and lesson are uploaded to teams channels for students to access so they can keep up to date.

8. Attendance monitoring

8.1 Monitoring attendance

The School will:

> Monitor pupil's daily attendance live though our school's management system. The Attendance team analyses the data on a daily basis and supportive phone calls or home visits are conducted if your child is absent. The attendance team will also alert the pastoral team if there are any concerns regarding a pupil's attendance to school and lessons.
> Monitor attendance and absence data weekly, half-termly, termly and yearly across the school and at an individual pupil level, year group and cohort level (for example PP and SEND pupils).
> Identify whether or not there are particular groups of children whose absences may be a cause for concern and act accordingly as outlined previously.
> Share absence data at individual level with the DfE in accordance with the Attendance guidelines. This is accessed regularly and securely by the DfE and local authority to monitor school attendance.

Pupil-level absence 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 compare attendance data at whole school, year group and cohort level against, local, regional and national levels to identify areas of focus for improvement and share this with the governing board.

8.2 Analysing attendance

The school will:
> Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
> Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent (below 90%) or severe absence (below 50%)
> Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
> Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

> Develop targeted actions to address patterns of absence (of all severities) of individual 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 severe absence, and their families (see section 8.4 below)
> Provide regular attendance reports to form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs 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

8.4 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.
The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Notify parents by using letters to inform them that their child's attendance is falling and the impact it will have on academic outcomes and offer support so this improves.
- Closely monitor attendance, call parents and offer support, send nudge texts and direct the 'Education Welfare Officer to visit when the child is absent.
- Use peer mentoring and attendance focused interventions to support the child to identify barriers and support removing these so attendance improves.
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by Senior Leader in charge of attendance and Headteacher. At every review, the policy will be approved by the full governing board.

10. Links with other policies
This policy links to the following policies:

- Child protection and safeguarding policy

- Behaviour policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		

T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
**Absent – unable to attend school because of unavoidable cause**	
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
**Absent – unauthorised absence**	
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes

O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2 : Punctuality Pathway

Students arriving late but prior to 8:45 will be given a late slip on the gate. This will be followed up with a 10 minute detention at lunchtime.

⬇

If a student fails to attend a lunchtime detention, a 30 minute afterschool detention (Stage 3) will be issued.

⬇

If a student refuses to attend an afterschool detention, this will be escalated to a Stage 4 (60 minutes detention) and then follow our behaviour pathway.

Students arriving after 8:45 with no valid reason will be placed in a 30 minute detention (Stage 3)

⬇

Students who have more than 10 lates to first lesson will be sent a letter home by the Attendance Officer and will be placed in a Stage 3 detention (instead of a lunch time detention)

⬇

Students who have more that 15 lates will be called by the tutor to offer support and place on punctuality report.

Students who have more than 20 lates will be invited in for a meeting with a member of the Year Team to offer support and agree a punctuality contract.

A punctuality contract will be completed. Students will continue to do a 60 mins detention (Stage 4) after school for any subsequent lates. If students are late more than once a week this will escalate to a Stage 5.