

Attendance Policy

2025-2026

Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as detailed below. At every review, the policy will be approved by the Proprietor Board.

Staff With Responsibility For Policy:		Stephanie Hardman	
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Document Control & Review			
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Summer Terms 2011 - 2021	Reviewed		
05.09.23	Reviewed		
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01.09.24	Updated	Policy and One Page Summary updated to reflect (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024),	SJ
11.03.25	Updated	Details of times register open and closes am and pm added.	SJ
07.09.25	Updated	Lead responsibilities amended to reflect current practice and staffing structure. Links with Quality of Education added. Strategies P.11 changed to reflect current practice. Page 14 changed to reflect current practice and also to reflect notice to improve terminology. Introduction of ATi4b and ATi1a and ATi1b	SH

School Attendance Targets									
		2022-2023		2023-2024		2024-2025		2025-2026	
		Targets	Actual	Targets	Actual	Targets	Actual	Targets	Actual
Phx	Persistent Absence:	25%	40%	20%	24%	20%	55%	25%	
	Overall Attendance:	85%	65%	85%	89%	85%	68%	85%	
Registry	Persistent Absence:						73%	25%	
	Overall Attendance:						55%	85%	

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure students have the support in place to attend school

We will also promote and support punctuality in attending lessons.

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 \(Student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Student Registration\) \(England\) 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 student's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 The Proprietor Board

The Proprietor Board is responsible for:

- Regularly reviewing and challenging attendance data and working with school leaders to improve school practice where necessary.
- Ensuring that the importance of school attendance is recognised and promoted across all school policies and ethos
- Holding the Principal to account for the implementation of this policy

3.2 The Principal

The Principal is responsible for:

- Ensuring effective implementation of all aspects of this policy.
- Setting high expectations of all school leaders, staff, students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate.
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Ensuring that the importance of school attendance is recognised and promoted across all school policies and ethos
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Issuing fixed-penalty notices, where necessary, and/or authorising designated staff to be able to do so
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

3.3 The Senior Leader Responsible for Attendance

The designated senior leader is responsible for:

- Ensuring effective implementation of all aspects of this policy.
- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources.
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels.
- Building close and productive relationships with parents/carers and external to discuss and tackle attendance issues
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Creating, delivering & monitoring the impact of intervention or reintegration plans in partnership with students and their parents/carers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Working with education welfare officers to tackle persistent absence
- Advising the Principal when to issue fixed-penalty notices
- Issuing fixed-penalty notices, where necessary, and/or authorised
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance.
 - That absence is almost always a symptom of wider issues.
 - The school's legal requirements for keeping registers.
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate.
- Linking with leads for Quality of Education to make sure that all staff are aware of their responsibilities in promoting good attendance and incorporating strategies to promote and support good attendance in their day to day teaching and in writing schemes of work.
- Providing regular attendance reports to school staff and relevant partners to improve attendance.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs
- Monitoring school-level absence data and reporting it to governors

3.4 The Attendance Officer/Office Staff

The school attendance officer is responsible for:

- Recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1) on the school register on the OneDrive
- Making and receiving calls from parents about absence on a day-to-day basis and record it on the school system
- Making calls in line with the RAG Risk Rating of each student as follows where there has been no contact with a parent:

RAG Risk Rating for Absent Students without Home Contact			
Risk Rating:	Day of Absence without Contact:	Action	Action if still no contact
Red	1	Use emergency contacts	Liaise with DSL
Amber	2		
Green	3		

- Transfer calls from parents/carers and students to an appropriate member of staff, where appropriate, in order to provide them with more detailed support on attendance

3.5 Form Tutors

Form Tutors are responsible for:

- Ensuring attendance is promoted and rewarded through tutoring opportunities
- Ensuring rewards are integrated into Tutor Time activities and promoted around the school
- Creating, delivering and supporting intervention or reintegration plans in partnership with students and their parents/carers
- Liaising with students, parents/carers and external agencies, where needed

3.6 Subject Tutors

Subject Tutors are responsible for:

- Ensuring the importance of attending lessons is promoted.
- Consider absent students in the planning of lessons – what will they need to catch up? Will they be able to access the learning?
- Mention previous and next lessons during introduction and plenary sessions.
- Liaising with students, parents/carers and external agencies, where needed

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am 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 the agreements made in any Attendance Support Plans made with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the school.

3.8 Students

Students are expected to:

- Attend every timetabled session, on time

Table outlining responsibilities

Daily	Office	• Take registers marking students present or absent. • Mark any students who arrive after 9:00am as late. • Use correct codes for absent students for known absences/pre-arranged appointments. • Request reasons for absence from students returning to school- attendance slip • Discuss any concerns relating to a student's absence with the student's Tutor.																
	Attendance Officer	• Identify all students in cohort who are absent from school • Attempt to make 1st day contact with parents of absent students where no reason has been provided. Contact any involved professionals as appropriate and necessary. • Making calls in line with the RAG Risk Rating of each student as follows:<table border="1"><thead><tr><th colspan="4">RAG Risk Rating for Absent Students without Home Contact</th></tr><tr><th>Risk Rating:</th><th>Day of Absence without Contact:</th><th>Action</th><th>Action if still no contact</th></tr></thead><tbody><tr><td>Red</td><td>1</td><td rowspan="3">Use emergency contacts</td><td rowspan="3">Liaise with DSL</td></tr><tr><td>Amber</td><td>2</td></tr><tr><td>Green</td><td>3</td></tr></tbody></table> • Record all absences and reasons for absence on school database. • Make an EWS referral for any student who has been absent from school for 5 days where contact with parents has not been made.	RAG Risk Rating for Absent Students without Home Contact				Risk Rating:	Day of Absence without Contact:	Action	Action if still no contact	Red	1	Use emergency contacts	Liaise with DSL	Amber	2	Green	3
	RAG Risk Rating for Absent Students without Home Contact																	
	Risk Rating:	Day of Absence without Contact:	Action	Action if still no contact														
	Red	1	Use emergency contacts	Liaise with DSL														
Amber	2																	
Green	3																	
Form Tutors	• Monitor the attendance of students in their form group • Implement and supervise late detentions for students and hold meetings with parents for students who are persistently late to school.																	
All	• Discuss concerns relating to a student's absence with the Tutor/Principal. • Promote and reward good attendance through the school rewards system. • Promote good attendance through Quality First Teaching • Ensure good attendance is promoted in lessons emphasising the importance of good attendance and promoting future lessons to "hook" attendance.																	
WEEKLY	Attendance Officer	• Audit previous week's registers to check accurate coding and clear missing marks. • Monitor the attendance percentages of all students and take appropriate action as outlined in Attendance Threshold Intervention – record on Intervention Record. • Update whole school Attendance & Punctuality notice boards. • Contact parents of 'No Reason Has Yet Been Provided' (N) to request reasons provided. • Monitor students receiving detentions from Tutors in relation to lates record																
	Tutors	• Organise, hold and log ATi1a & ATi1b meetings with students and parents to discuss attendance concerns. • Promote and reward good attendance through the school rewards system and during tutor Roads 2 Riches sessions.																
	Lead Tutor	• Monitor the attendance of students across form groups • Ensure tutors implement good practice in supporting good attendance and punctuality in undertaking responsibilities to improving attendance.																

½ TERMLY	Attendance Officer	• Produce an analysis of school attendance by cohort, gender and attendance code. • Persistent absence breakdown by cohort, gender and whole school. • Analysis of Curriculum Walks to promote attendance & punctuality
TERMLY	Attendance Officer	• Meet with the Principal to discuss attendance percentage of all students in cohort, PA of cohort, current attendance %, UA% and develop strategies to improve target areas. • Review progress in relation to EWS referrals. • Carry out a full audit of student attendance percentages and action as described in Attendance Threshold Intervention.

4. Recording attendance

4.1 Attendance register

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

We will take our attendance register at the start of each school day and at the beginning of the afternoon session. It will be marked, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- Home School contact communications
- The nature of the activity, where a student is attending an approved educational activity
- The nature of circumstances, where a student 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 Times of the School Day

The school day starts at 9am and ends at 2.30pm. Students must arrive in school by 9am on each school day. The morning register opens at 9am and will close at 9.30am. Students arriving after 9.00am but before 9.30am will be marked as late. Students arriving after 9.30am will be marked with a U mark (late after registers closed). This is recorded as an unauthorised absence. Similarly, afternoon registers open at 1.30pm. Students arriving after 1.30pm but before 2.00pm will be marked as late. Students arriving after 2.00pm will be marked with a U mark (late after registers closed). This is recorded as an unauthorised absence.

4.3 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible, by calling the school.

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school 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.

4.4 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student's parent notifies the school in advance of the appointment.

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

The student's parent 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.

4.5 Lateness and punctuality

A student who arrives late:

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

Students who are late to school will be expected to make up any time missed during lunchtimes or after school. Where this is less than or equal to 10 minutes this will be on the same day. Where this is not possible, or where the time needing to be made up is greater than 10 minutes this will take place on the following day. Parents will be notified by Form Tutors.

4.6 Following up unexplained absence

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

- Call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, and where there is concern about a student's safety or well-being the school may contact professionals from other agencies, e.g. social care, youth offending, the police, etc.
- 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 student 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 other professionals working with the child.
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student 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: [issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate]

4.7 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via half-termly written reports.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

The Principal will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the Principal's discretion, including the length of time the student is authorised to be absent for.

We define 'exceptional circumstances' as a response to an event where the timing is out of anyone's control which has a direct impact on the child and / or involves someone the child has regular and close contact with. For instance, the funeral of a close relative who the child has regular contact.

Leave of absence will not be granted for a student 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 office. The Principal may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision

- If the student is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student 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 Principal (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 student
- 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 student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, 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 student, 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 student 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 student attends school.

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

The school will promote the benefits of good attendance and punctuality to school through:

- assemblies
- tutor periods
- the school website
- rewards
- curriculum design
- teaching and learning
- Early Help Assessments
- Multi-agency sharing of attendance on a daily/weekly basis

7. Supporting students who are absent or returning to school

7.1 Students absent due to complex barriers to attendance

The school will work with each students and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. The school will signpost and support access

to any required services and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. The school will take an active part in any multi-agency effort with the local authority and other partners, including conducting the early help assessment and acting as the lead practitioner where appropriate. Where the lead practitioner is outside of the school, continue to work with the local authority, other schools and partners. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care

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

The school maintains the same ambition for attendance for all students and will work with students and parents to maximise attendance. This may include ensuring additional pastoral support is put in place and/or adaptations and adjustments, to ensure provision outlined in the student's EHCP is accessed. The school will also consider whether additional support from wider services and external partners, is needed and make timely referrals. Where a student with an (EHC) plan's attendance falls, the school will inform the local authority.

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

When children return to school after a prolonged absence for medical or mental health care, it's normal to feel anxious, scared, and nervous. The school will work closely with parents in these situations to discuss the most appropriate strategies to help to reduce some of their child's stress and help them get back to their normal routine more easily.

8. Attendance monitoring

8.1 Monitoring attendance

The school will:

- Monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual student level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

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 Proprietor Board.

8.2 Analysing attendance

The school will:

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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to form tutors to facilitate discussions with students and families, and to the proprietors and school leaders (including special educational needs co-ordinators, designated safeguarding leads, etc.)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

ATTENDANCE INTERVENTION THRESHOLDS		
Attendance	Action (1/2 termly)	Coding
100%-95%	½ Termly Attendance Certificate & £5 Voucher awarded to student	As appropriate
	Monitoring Zone – Attendance Intervention Record Opened	
92% and below	(ATi1a)-Attendance Concern Tutor Meeting with Student (ATi1b)-Attendance Concern Tutor Meeting with Parent (ATi2) – Attendance Concern Letter to Parents	
Continues to Decline or insufficient improvement	(ATi3)- Notice to Improve Attendance Letter - monitoring three weeks or until there is a breach.	Unauthorised unless supported by medical note.
Continues to Decline or insufficient improvement	(ATi4) - Attendance Clinic Invite & (ATi5) – Attendance Clinic Meeting Two week monitoring or until there is a breach. (ATi4a) - Discretionary Attendance Clinic Invite can be sent for a second attendance clinic as appropriate. (ATi4b) - Failure/Refusal to attend an attendance clinic invite will result in ATi4b letter to be sent home.	Unauthorised unless supported by medical note.
Continues to Decline or insufficient improvement	(ATi6) –Notice to Improve Letter Request – A NTIL checklist and drafted letter is to be completed and provided with relevant evidence to the EWO service.	Unauthorised unless supported by medical note.
Continues to Decline or insufficient improvement	(ATi7) -NTIL issued.	Unauthorised unless supported by medical note.
Continues to Decline or insufficient improvement	(ATi8) – PN Request made to EWS.	Unauthorised unless supported by medical note.
Punctuality below 95%	Students to be spoken to in the first instance and a 5-minute detention arranged for the following day by form tutor. If more than 3 late marks in 1-week tutor is to contact parent. If lateness persists the attendance officer will issue parents and student with a punctuality monitoring letter imposed for 3 weeks. If there is no further improvement tutor is to invite parent to a parental meeting to discuss further.	As appropriate

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Student 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	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student 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	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend

C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student 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	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Student 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	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student 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 student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student 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	Student'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	Student 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	Student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	Student 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