Greenford High School

Policy Document

Attendance Policy

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Preamble

Greenford High School recognises that:

- Most students attend school regularly to learn, to socialise with friends and prepare themselves fully to take their place in society as well rounded and responsible citizens;
- There is a clear link between students' attendance and their level of achievement at school. We want all the students to achieve the very best they can and for this they need to be in school regularly;
- Late arrival disrupts the education not only of the student who is late but also of others in the class.
- It is the legal responsibility of parents/carers to ensure their children attend the school where they are on roll.
- Some students and their parents/carers may need to be supported at times in meeting their attendance obligations and responsibilities.

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to attendance at Greenford High School, including those laid out in the statutory guidance on Working together to improve school attendance from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which include:

- 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 DfE's statutory guidance on Working together to improve school attendance 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 7 of the Education and Inspections Act 2006
- The School Attendance (Pup Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a student's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

3. Roles and responsibilities

Greenford High School will:

- Provide students with appropriate education.
- Respond to concerns raised by both students and parents/carers in a prompt, fair and proper manner.
- Follow the procedures of school, the DfE and the Local Authority in dealing with attendance issues.

3.1 The governing board

governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents/carers;
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority;
  - Making sure the school works effectively with local partners to help remove barriers to attendance and keeps them informed regarding specific students, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos;
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources;
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs;
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most;

- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge;
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs;
- 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 external agencies and keeping them informed regarding specific students, where appropriate;
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data;
- Holding the headteacher to account for the implementation of this policy.

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;
- Monitoring the impact of any implemented attendance strategies;
- Issuing penalty notices, where necessary;
- 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;
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents/carers through all available channels;
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a student's name is added to or deleted from the school admission register outside of standard transition times;
  - Providing the local authority with the details of students who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days;
  - Providing the local authority with the details of students who the school believes will miss 15 days consecutively or cumulatively because of sickness.

3.3 The designated senior leader responsible for attendance

The designated Deputy Headteacher and 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 students, parents/carers and external agencies, where needed;
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues;
- Creating intervention or reintegration plans in partnership with students and their parents/carers;
- Delivering targeted intervention and support to students and families.

3.4 The Attendance Manager

The school Attendance Manager is responsible for:

- Monitoring and analysing attendance data;
- 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 the pastoral teams, safeguarding, welfare, local authority and parents to tackle persistent absence;
- Advising the headteacher when to issue fixed-penalty notices;

3.4 The Attendance Officer

The school Attendance Officer is responsible for:

- Recording and annotating attendance data;
- Responding to calls and reviewing absence communication to school;
- Contact parents in case of unauthorized absences;
- Working with the pastoral teams, safeguarding, welfare, local authority and parents to tackle persistent absence;
- Checking accuracy of attendance records.

3.6 Form Tutors

Form tutors are responsible for recording attendance for morning sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office.

Form tutors monitor their students' attendance and serve as the first point of contact when conducting conversations about attendance and students' barriers to attendance. They refer issues to the pastoral teams and attendance team.

3.7 School Office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system;
- Take a record of students late arrival on the school system;
- Manage the process of students leaving school early, e.g.: for appointments.
- Transfer calls from parents/carers to the year teams where appropriate, in order to provide them with more detailed support on attendance.

3.8 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, prepared and equipped for the day;
- Call the school on the school's Absence Line (020 8578 9152), e-mail attendance@greenford.ealin.sch.uk; or use an online platform, e.g.: IRIS, Absento to report their child's absence.
- Parents should contact school as soon as possible 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 Agreement that they make with the school and/or local authority;
- Communicate with school about their children's progress and attend meetings, such as Parents' Evenings;
- Seek support, where necessary, for maintaining good attendance, by contacting the Attendance Team or the Year team, who can be contacted via the school office on 020 85789152, e-mail, Absento and IRIS.

3.9 Students

Students are expected to:

- Arrive before 8.30am, appropriately prepared for the day, and register at 8:35;
- attend every timetabled session, on time;
- Inform a member of staff of any problem or reason that affects their attendance at school.

4. Recording attendance

4.1 Attendance register

Greenford High School will keep an electronic attendance register and place all students on this register. The register provides the daily record of attendance of all students. It contributes to a student's end-of-term reports, record of achievement and references. It is a legal document that may be required in a court of law as evidence, for example in prosecutions for non-attendance.

The attendance register is taken at the start of each morning session of each school day and once during each afternoon session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

- Present;
- Attending a place other than school ;
- Absent;
- Absent – unable to attend due to unavoidable causes;

Any amendment to the attendance register will include:

- The original entry;
- The amended entry;
- The reason for the amendment;
- The name of the person who made the amendment.

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not;
- The nature of the activity where a 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.

The school day starts at 8:30 a.m. and ends at 3:00 p.m..

Students must arrive in school by 8:30 on each school day.

The register for the morning session will be taken during form time, at 8:35 and will be kept open until 8:55. The register for the afternoon session will be taken at 1:20.registers are also taken in every lesson using Lesson Monitor. Lesson registers enables patterns of internal truancy to be identified which may suggest problems with a particular subject or a wider issue.

4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8:30, or as soon as practically possible, by e-mailing, sending a message or voicemail via IRIS, Absento, e-mail or calling the school office staff, who can be contacted via 020 8578 9152 ext. 3014/4020.

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.

Only the school can authorise absence, on the basis of information provided by parents/carers. Where explanations are not felt to be acceptable, the absence will remain unauthorised and the parents/carers informed.

Where 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 also ask for medical evidence after three days of continuous absence.

If a student is missing from school for more a minimum of three days and parents/carers cannot be contacted, the school's Attendance Team will visit the home address and carry out the process of 'Reasonable Enquiry' to establish whether or not they have moved. If they have moved, they will be referred to the Children Missing Education Officer attached to the Ealing Schools' Attendance

Service. Where they are non-attenders, they will be dealt with, in the first instance, by the School's Attendance Manager / Attendance Officer who will try to work with the family to break down the barriers to attendance. If the situation remains unresolved the Ealing Schools' Attendance Service will be contacted.

4.3 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 and provide evidence of the appointment. Evidence can be brought to the school office to be viewed; it does not have to be kept by the school.

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. See section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A student who arrives late:

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

Greenford High School will formally notify parents by a letter or e-mail if there are concerns regarding punctuality. If punctuality does not improve, students will have a meeting to sign an attendance agreement.

Greenford High School can request a Penalty Notice Charge when a student has 10 episodes of lateness after the register has closed in a period of ten weeks.

4.5 Following up unexplained absence

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

- Notify the student's parent by a text on the first day of unexplained absence;
- E-mail or phone parents to find the reason for the absence and identify whether the absence is approved or not;
- Use the correct attendance code to 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;
- Where relevant, report the unexplained absence to external agencies;
- 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.

4.6 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels. Parents can view their child's absences via IRIS and SatchelOne.

5. Authorised absence

5.1 Approval for term-time absence

The headteacher 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 for employment or for admission to another educational institution;
- Study leave;
- A temporary, time-limited part-time timetable;
- Exceptional circumstances, e.g.: bereavement.

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

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to recur. For example:

- Medical emergencies;
- Family emergencies.

Leave of absence will not be granted for a student to take part in protest activity during school hours.

As 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;
- Visiting relatives when this can be scheduled during the school holiday;
- Planned medical or dental treatment abroad, for students or their family members;
- Pilgrimages that can be scheduled during the school holiday.
- Extended religious holidays beyond the days recognized and agreed by the Local Authority.

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 before the absence, and using the leave of absence request form, accessible via the school website. Evidence of the exceptional circumstances will have to be provided to support any request for leave of absence, e.g.: medical records, travel documents, invitations to family events.

5.2 Other reasons for authorised 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 belongs. If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart for religious observance. Requests in excess of a single day may be approved when Local Authority has a valid arrangement with the religious body;

- Parent travelling for occupational purposes – a student is a mobile child if their parent is travelling in the course of their trade or business and the student is travelling with them. In these circumstances a student will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place;
- If the student is currently suspended or excluded from school (and no alternative provision has been made).

5.3 Absences from the school site (which are not classified as absences)

The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons 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.

6. Strategies for promoting attendance

We want our students to succeed and develop their skills. To do this, students need to avoid missing lessons and days of school as much as possible. As a school, Greenford High School want to reward high attendance and not just penalise students for poor attendance.

Student who have good attendance record will be celebrated with:

- Public recognition in tutor time and assemblies;
- Given Character Points;
- Letters to parents;
- Given attendance certificates at the end of every term for over 97% attendance;
- Be included in a voucher drawn from a pool of identified students, e.g.:
    - Specific year group;
    - Students who improve their attendance for an agreed period of time;
    - Students who have 100% attendance in a given period of time, e.g.: half term.
- Rewards, e.g.: a party, movie screening.

7. Supporting students with poor attendance

Greenford High school believes firmly in working in partnership with parents to resolve issues. Parents/carers and students must contact the school if they are experiencing problems with attendance. This should be to the tutor, Pastoral Support Worker, Head or Deputy Head of Year, or Attendance Team. Additional support can be provided through the School Counsellor, the Inclusion Team and the Child Protection Team.

Our school will make use of the full range of support and 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.

In all cases where attendance is a problem, consideration will be given to whether any aspect of one of our other policies such as Child protection and safeguarding, Anti-Bullying, Behaviour or Special Needs Policies, should be implemented to help support improved attendance, for example, whether the student has an unrecognised special educational need that adds to their reluctance to attend.

7.1 Attendance Agreement

We use Attendance Agreements as a form of attendance support.

An Attendance Agreement is a formal written agreement between a parent and the school to address irregular attendance at school. An Attendance Agreement is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an Attendance Agreement, and Greenford High School will not agree an Attendance Agreement in a parent's absence.

Where an Attendance Agreement would be an appropriate form of support, the school will arrange a meeting with the student and their parent to discuss how we can work in partnership to improve the student's attendance.

Where parents fail to comply with an agreed Attendance Agreement, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the Attendance Agreement remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Penalty notices

The headteacher, 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, we will check with the local authority before doing so.

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.

7.3 Education supervision order

In cases where voluntary early help plans and Attendance Agreements have been unsuccessful; Greenford High School may work with the Local Authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parents in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.4 Notice to improve

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

A notice 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.

It 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, or prosecution considered, 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.

In these cases, the parent must pay £60 within 21 days, or £120.

8. Supporting students who are absent or returning to school

8.1 Students absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the student's needs, we will work with students, their families and external agencies to remove these barriers.

8.2 Students absent due to mental or physical ill health

At Greenford High School, we are committed to supporting students whose attendance is affected by mental or physical ill health. We recognise that health-related absences can present significant barriers to education, wellbeing, and social development.

The Pastoral Teams, Safeguarding, Mental Health and Attendance Teams share information and coordinate support for students. The school supports students through:

- Early identification of attendance concerns linked to physical or mental health difficulties;
- Regular communication with parents/carers to understand individual circumstances and agree appropriate support strategies;
- Working in partnership with medical professionals and other agencies, where appropriate, to ensure that support is informed by professional advice;
- Developing personalised support plans that consider the student's health needs, educational progress, and wellbeing;
- Providing reasonable adjustments to the school day, timetable, or learning environment to help remove barriers to attendance;
- Offering phased returns to education following periods of illness or treatment, allowing students to gradually rebuild confidence and attendance;
- Supporting access to learning during periods of absence through the provision of classwork, online resources, and communication with teaching staff where appropriate;
- Facilitating access to pastoral support, counselling services, wellbeing interventions, and other sources of emotional support within school;
- Ensuring regular reviews of attendance, progress, and wellbeing to monitor the effectiveness of support and make adjustments when necessary;
- Promoting a supportive and non-judgemental approach that encourages students to remain engaged with education while managing their health needs;

Where a student has an education health and care (EHC) plan and their attendance falls, the school will inform and work with the local authority.

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

At Greenford High School, we recognise that returning to school after a lengthy or unavoidable absence can be a challenging experience for students and their families. Our priority is to ensure that every student feels welcomed, supported, and able to reintegrate successfully into school life.

The school works closely with students, parents/carers, and external agencies where appropriate to develop a personalised return-to-school plan. This may include:

- a phased return,
- adjustments to timetables,
- additional academic support, and
- regular check-ins with key staff members.

Support provided may include:

- A designated member of staff, such as a Head of Year, Pastoral Support Manager, or Form Tutor, to act as a key point of contact.
- Initial meetings with the student and family to identify any concerns and agree appropriate support strategies.
- Assistance in catching up with missed learning through targeted intervention, access to learning resources, and communication with subject teachers.

- Opportunities for students to discuss any anxieties or wellbeing concerns with pastoral staff, counsellors, or other support services.
- Reasonable adjustments to reduce barriers to attendance and learning where required.
- Ongoing monitoring of attendance, wellbeing, and academic progress to ensure the student settles back into school successfully.

Greenford High School is committed to fostering a caring and inclusive environment where all students feel safe, valued, and supported. We understand that every student's circumstances are unique, and we strive to provide a compassionate, individualised approach that promotes confidence, wellbeing, and positive engagement with education.

Through strong partnerships between home and school, we aim to help students rebuild routines, reconnect with their peers, and achieve their full potential following any period of absence.

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly and yearly across the school and at an individual student, year group and cohort level.

The school has granted DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

9.2 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

9.3 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 we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 9.4 below);
- Provide regular attendance reports to form tutors and pastoral teams, to facilitate discussions with students and families, and to the governing board and school leaders (including Special Educational Needs Coordinator and designated safeguarding 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 student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate.

9.4 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 7, above).

10. 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 Deputy Headteacher, Mr. Balu. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy;
- Behaviour Policy;
- Anti-bullying policy;
- SEN 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