

Inspire Partnership Academy Trust



Attendance Policy

DATE APPROVED BY CEO:  
7th November 2022

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## 1. Introduction

- 1.1. At Forest Academy, we aim for an environment which enables and encourages all members of the community to strive for excellence. For a child to reach their full potential and experience every opportunity the school has to offer, a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all children. Every opportunity will be used to convey to pupils, and their parents or carers, the importance of regular and punctual attendance.

- 1.2. The senior leader responsible for the strategic approach to attendance in Mrs Dennis is:

Name: Mrs Dennis

Position: Deputy Headteacher

Contact details: Telephone: 0208 777 2808 Email: [info@inspireforest.co.uk](mailto:info@inspireforest.co.uk)

- 1.3. The member of school staff parents should contact about attendance on a day-to-day basis is:

Name: Mrs Pizzy

Position: Attendance Officer

Contact details: Telephone: 0208 777 2808 Email: [admissions@inspireforest.co.uk](mailto:admissions@inspireforest.co.uk)

- 1.4. The Attendance Officer that parents should contact for more individual support with attendance is:

Name: Mrs Pizzy

Position: Attendance Officer

Contact details: Telephone: 0208 777 2808 Email: [admissions@inspireforest.co.uk](mailto:admissions@inspireforest.co.uk)

## 2. Aims

- 2.1. We are committed to meeting our obligations with regards to school attendance by:
- Promoting good attendance and reducing absence, including persistent absence
  - Ensuring every pupil has access to full-time education to which they are entitled
  - Acting early to address patterns of absence
- 2.2. We will also support parents/carers to perform their legal duty to ensure their children of compulsory school age attend regularly, and will promote and support punctuality in attending lessons.

## 3. Legislation and guidance

- 3.1. This policy meets the requirements of the [Working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are

drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#) (and [2010](#), [2011](#), [2013](#), [2016](#) amendments)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

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

#### **4. Roles and responsibilities**

- 4.1. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class. Ensuring their child regularly attends school is the parents/carers legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

##### **4.2. The parents/carers**

Parents/carers are expected to:

- Understand the importance of good attendance and punctuality and promote this to the child
- Ensure their child arrives to school on time each day (in classroom by 8:45am)
- Inform the school if their child is going to be late e.g. if car breaks down or if an urgent appointment has been made
- Inform the school by telephone or email of the reason for their child's absence on the first day and each subsequent day of absence
- Provide medical evidence:
  - If the sickness continues for over 3 days
  - When the child has recurring sickness or a medical ailment which requires them to take sporadic periods of absence from school i.e. tonsillitis. We request this information if it reoccurs 3 or more times. Failure to provide evidence will result in a referral to the Education Welfare Officer.
  - When non-urgent medical appointments are made during term time
- Provide more than 1 up-to-date contact numbers and changes of addresses

##### **4.3. Pupils**

Pupils are expected to:

- Attend school every day, unless they are too ill to do so

##### **4.4. School office staff**

School office staff are expected to:

- Take phone calls/emails from parents/carers about absence on a day-to-day basis and record it on Arbor

#### 4.5. **The Attendance Officer**

The attendance officer is responsible for:

- Ensuring registers have been completed correctly
- Completing daily attendance checks, including absence and lateness follow up in accordance with the school policy
- Reporting the absence of Looked After Children to the Designated Safeguarding Lead
- Monitoring attendance data across the school and at an individual pupil level and share with SLT weekly
- Reporting concerns about attendance to the headteacher and designated senior leader responsible for attendance
- Working with education welfare officer to tackle persistent absence
- Arranging calls and meetings with parents to discuss attendance issues
- Advising the headteacher when to issue fixed-penalty notices
- Ensuring all correspondence related to attendance is sent out in a timely manner and is recorded systematically in the MIS

#### 4.6. **The Trustees and local governing board**

Trustees will:

- Recognise the importance of school attendance and promote it across the trust's ethos and policies, which are regularly reviewed for effectiveness
- Regularly review attendance data, discuss, and challenge trends, and help trust leaders focus improvement efforts on the individual cohorts or schools who need it most
- Ensure effective practice is being shared between schools within the trust

Local Governing boards will:

- Recognise the importance of school attendance, promoting it as part of the school ethos and in line with related trust policies
- In partnership with executive leaders ensure school leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure school staff receive adequate training on attendance and are sharing effective practice with other schools in the trust

#### 4.7. **The Headteacher**

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors termly
- Supporting staff with monitoring the attendance of individual pupils
- Meeting parents
- Issuing fixed-penalty notices, where necessary

#### 4.8. **The designated senior leader responsible for attendance**

The designated senior leader is responsible for:

- Leading and promoting attendance across the school

- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

#### 4.9. **Class Teacher**

Class teachers are responsible for:

- Recording attendance on a daily basis on Arbor or completing a paper register if required
- Promoting good attendance and punctuality with all children
- Communicate concerns with attendance and punctuality with the attendance officer or designated leader

### 5. **Recording attendance**

- 5.1. Schools are legally required to keep an attendance register, and place all pupils onto this register. The register will be marked twice a day: at the start of the school day (morning session) and after lunchtime ends (afternoon session).
- 5.2. Every half-day absence from school has to be classified by the school (not by the parent), as either authorised or unauthorised. The school uses the DfE attendance codes to record attendance (see Appendix 2), this is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

### 6. **Lateness and punctuality**

- 6.1. Poor punctuality is not acceptable and can contribute to further absence. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world. Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed, miss vital learning and important messages from their class teacher. Every minute a child is late to school can add up to a lot of learning time over the year!
- 6.2. The times of the start and close of the school day for all pupils at Forest Academy are:
  - The children can arrive at 8:30 am, when the gates open
  - The register for the first session will be taken at 8:45 am and will be kept open until 9:15 am
  - The register for the second session will be taken promptly at after the lunch break
  - The end of the school day is at 3:00 pm (EYFS) and 3:15 pm (KS1 & KS2)
- 6.3. How we manage lateness:
  - The school day starts at 8:30 am when children can begin to come into school
  - Registers are taken at 8:45 am and your child will receive a late mark 'L' if they are not in by 8:45 am

- Children arriving after 8:45 am are required to come into school via the school office. They must be accompanied by a parent/carers who must sign them into our 'Late Book' and provide a reason for their lateness, which is recorded.
- At 9:15am the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site - 'U', but this will not count as a present mark and it will mean they have an unauthorised absence
- The school may contact parents/carers regarding lateness
- From time to time a member of school staff will undertake a 'Late Gate' check, greeting late arrivals at the main entrance to the school

6.4. Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent late record, you will be asked to meet with Mrs Dennis, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and celebrate good class and individual punctuality.

## **7. Absence Procedures**

### **7.1. First day absence**

A child not attending school is considered a safeguarding matter. This is why information about the cause of any absence is always required. If a child is absent, parents/carers must contact the school office as soon as possible on the first day of absence.

If a child is absent the school will:

- Telephone, in-app message or email the parent/carers on the first day of absence if we have not heard from them – this is because we have a duty to ensure the child's safety as well as their regular school attendance
- Invite parents/carers in to discuss the situation if absences persist and this is deemed appropriate
- Refer the matter to the Education Welfare Officer if absence is unauthorised and falls below 90%
- If the child is subject to a child protection plan the procedures set out for day two unexplained absence will be implemented immediately

### **7.2. Second day absence**

If a child is not seen and contact has not been established with any of the named parents/carers on the second day of absence, we will make all reasonable enquiries to establish contact. This will include making enquiries to known friends, wider family and undertaking home visits. Where the school is unable to undertake a home visit, we will contact the police to request they undertake a welfare check. This action will be taken on day one if the child has complex needs or is subject to a child protection plan.

### **7.3. Ten days' absence**

We have a legal duty to report the absence of any pupil who is absent without an explanation for 10 consecutive days. If the child is not seen and contact has not been established with the named parent/carers then the local authority is notified that the child



is at risk of missing. Children's Services staff will visit the last known address and alert key services to locate the child. This is known as a Child Missing in Education.

#### 7.4. **Continued or ongoing absence – Persistent absence**

A pupil is defined by the Government as a 'persistent absentee' (PA) when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents/carers to resolve this. Projected PA children are tracked and monitored carefully through our attendance system. All our PA children and their parents/carers are subject to an Intervention Plan. All PA cases are also automatically made known to the Education Welfare Officer and some cases may lead to legal action being initiated.

Some children may have acute health conditions which, despite the best efforts of parents and carers, lead to significant ongoing periods of absence. We will work closely with parents/carers to ensure we develop support systems which enable each child to attend school as often as physically possible. Children should never be excluded from school or activities on medical grounds unless they are acutely unwell or hospitalised.

If acutely unwell, children will access hospital schools supported by their home school as appropriate. We will maintain close links with children and their families during any sustained periods of absence to ensure continuity of relationships and provision. Children in recovery can be supported by a flexible return to schooling which is manageable for them.

Families of children with acute physical and medical conditions that lead to pervasive absence will not follow the same systems and procedures laid out in this policy.

#### 7.5. **Reporting to parents**

Parents are able to access ongoing attendance data for their child on Arbor app. The school also provides parents with their child's attendance record annually in the written end-of-year report.

#### 7.6. **Deletion from roll**

For any pupil leaving Forest Academy, other than at the end of Year 6, parents/carers are required to complete a 'Pupils moving from school' form which can be obtained from the school office. This provides the school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and appropriately safeguard all of our pupils, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for key family members in case of emergency.

Under Pupil Regulations 2006, all schools are now legally required to notify their Local Authority of every new entry to the admission register within five days of the pupil being enrolled. In addition to this, every deletion from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the

admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

## **8. Authorised and unauthorised absence**

- 8.1. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school without a good reason creates an offence in law and may result in prosecution.
- 8.2. Authorised absences are morning or afternoon sessions away from school for a genuine reason, such as:
  - Illness (although you may be asked to provide medical evidence for your child before this can be authorised)
  - medical/dental appointments (which unavoidably fall in school time, emergencies or other unavoidable cause)
  - Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
  - Traveller pupils 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
- 8.3. Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.
- 8.4. Unauthorised absence includes, however, this list is not exhaustive:
  - parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn
  - absences which have never been properly explained
  - children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session
  - shopping trips
  - looking after other children or children accompanying siblings or parents to medical appointments
  - their own or family birthdays
  - holidays taken during term time without leave, not deemed 'for exceptional purposes' by the headteacher - may result in school applying to the local authority to issue a penalty notice or if you have previously been issued a penalty notice, the school may request a direct prosecution by the local authority
  - day trips
  - other leave of absence in term time which has not been agreed

- 8.5. As of 1st September 2013, there has been a change to The Education (Pupil Registration) Regulations Act 2006. Headteacher's may no longer grant a 'Leave of Absence' in term time unless there are exceptional circumstances. Therefore, any such absences not deemed as exceptional circumstances will be unauthorised. Holidays or overseas trip absences in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking students away in school time. Remember that any savings you think you may make by taking a holiday/overseas trip in school time are offset by the cost to your child's education. Because of the damage to your child's learning caused by this, we do not authorise any holidays/overseas trips in term time, unless in exceptional circumstances at the discretion of the headteacher.

## **9. Penalty notices**

- 9.1. In education law, parents/carers are committing an offence if they fail to ensure the regular attendance of their child of compulsory school age at the school at which the child is registered, unless the absence has been authorised by the school.
- 9.2. The local authority will use the full range of legal measures to secure good attendance. Legal measures will only be considered when there are unauthorised absences and/or improvements are not being made. The local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.
- 9.3. If issued with a penalty notice, parents must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.
- 9.4. The decision on whether or not to issue a penalty notice ultimately rests with the headteacher, following the local authority's code of conduct for issuing penalty notices. This may take into account:
- a number of unauthorised absences occurring within a rolling academic year
  - one-off instances of irregular attendance, such as holidays taken in term time without permission
  - where an excluded pupil is found in a public place during school hours without a justifiable reason
- 9.5. If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent or withdraw the notice.
- 9.6. Please note: If you pay the Penalty Notice and your child has further unauthorised absences additional legal action will be taken.

## **10. Understanding barriers to attendance**

- 10.1. Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individualised early help plan will be agreed and subsequently reviewed.

- 10.2. Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners where appropriate.

## **11. Strategies for promoting attendance**

- 11.1. At Forest Academy, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos, and day to day life. We recognise the connections between attendance, attainment, safeguarding and wellbeing.
- 11.2. The school will:
- Ensure that all new parents are introduced to the Attendance Policy and information on attendance will be in the school welcome pack.
  - Use the weekly newsletter to update the school community about the week's attendance and promote good attendance.
  - Individual parents will be approached where there is concern about their child's attendance or punctuality.
  - Maintain and promote a set of class rules which refer to punctuality and readiness for learning.
  - Reward all children with 100% attendance in any term will be awarded with a headteacher certificate and issued in assembly and celebrated in the newsletter.
  - Reward all children with 'most improved' attendance with a certificate during assembly.
  - Reward the class/es with the highest attendance each week and celebrate in assembly.
  - Maintain and update records within the Arbor system.
  - Liaise with the Education Welfare Officer (EWO) during regular monitoring visits to identify attendance concerns.
  - Use interventions, such as the Individual Attendance Plan to develop strategies and targets for families to improve attendance.

## **12. Attendance monitoring**

### **12.1. Monitoring attendance**

The school will:

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

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 to the national average, and share this with the governing board.

#### 12.2. **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
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

#### 12.3. **Using data to improve attendance**

The school will:

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

#### 12.4. **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
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Work closely with the Family Support Worker and other agencies
- Send regular attendance letters to parents
- Stickers and charts are used to encourage good attendance/ punctuality in KS1
- Set an individual reward for the pupil (KS2)
- Request meetings with the parents/carers and develop strategies for improvement
- Hold regular attendance/punctuality weeks
- Look at attainment data and cross reference with attendance to see which interventions may help

### 13. **Further information**

#### 13.1. **Home Education**

Parents have the right to withdraw their child from school in favour of home education. Parents must inform the school of their decision to home educate in writing. Once the school receives this notification, they will then inform the local authority and take the child off of their roll. It is important that the decision to home educate is discussed and considered carefully. Talk to the school about any difficulties your child may be having;

once your child has been taken off roll their place will be allocated and may not be available to your child if you change your mind at a later date.

### 13.2. Part-time timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviews with the child and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being.

## 14. Monitoring arrangements

- 14.1. It is the responsibility of the Governing Body to monitor overall attendance. They request a termly report from the Headteacher. The Governing Body also has the responsibility for this policy, and for seeing that it is carried out. The Governing Body will, therefore, examine closely information provided for them and seek to ensure that attendance figures are as high as they should be.

The school keeps accurate attendance records through a computerised registration system (Arbor).

The rates of attendance are reported in the school prospectus and in the annual governors' report.

## 15. Links with other policies

- 15.1. This policy links to the following policies:
- Child protection and safeguarding
  - Behaviour policy

## Appendix 1: DfE Attendance codes

| 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                                   |
| B | Off-site educational activity | Pupil is at a supervised off-site educational activity approved by the school   |
| D | Dual registered               | Pupil is attending a session at another setting where they are also registered  |
| J | Interview                     | Pupil has an interview with a prospective employer/educational establishment    |
| P | Sporting activity             | Pupil is participating in a supervised sporting activity approved by the school |
| V | Educational trip or visit     | Pupil is on an educational visit/trip organised, or approved, by the school     |
| W | Work experience               | Pupil is on a work experience placement   |

| Code               | Definition                  | Scenario   |
|--------------------|-----------------------------|--|
| Authorised absence |                             |  |
| C                  | Authorised leave of absence | Pupil has been granted a leave of absence due to exceptional circumstances |
| E                  | Excluded                    | Pupil has been excluded but no alternative provision has been made         |
| H                  | Authorised holiday          | Pupil has been allowed to go on holiday due to exceptional circumstances   |
| I                  | Illness                     | School has been notified that a pupil will be absent due to illness        |
| M                  | Medical/dental appointment  | Pupil is at a medical or dental appointment                                |
| R                  | Religious observance        | Pupil is taking part in a day of religious observance                      |

|                      |                                   |   |
|----------------------|-----------------------------------|---|
| S                    | Study leave                       | Year 11 pupil is on study leave during their public examinations  |
| T                    | Gypsy, Roma and traveller absence | Pupil from a traveller community is travelling, as agreed with the school   |
| Unauthorised absence |                                   |   |
| G                    | Unauthorised holiday              | Pupil is on a holiday that was not approved by the school   |
| N                    | Reason not provided               | Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time) |
| O                    | Unauthorised absence              | School is not satisfied with reason for pupil's absence   |
| U                    | Arrival after registration        | Pupil arrived at school after the register closed   |

| Code | Definition  | Scenario   |
|------|---|--|
| X    | Not required to be in school                      | Pupil of non-compulsory school age is not required to attend   |
| Y    | Unable to attend due to exceptional circumstances | School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody |
| Z    | Pupil not on admission register                   | Register set up but pupil has not yet joined the school  |
| #    | Planned school closure                            | Whole or partial school closure due to half-term/bank holiday/INSET day  |



**Appendix 2: Summary table of responsibilities for schools September 2022**

| For all pupils...  |  |  |   |
|--|--|--|---|
| Parents are expected to:   | Schools are expected to:   | Trustees and Governors are expected to:  | Local authorities are expected to:  |
| <p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p> | <p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p> | <p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p> | <p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p> |

| For pupils at risk of becoming persistently absent  |  |  |   |
|---|--|--|---|
| Parents are expected to:  | Schools are expected to:   | Trustees and Governors are expected to:  | Local authorities are expected to:  |
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p> | <p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p> |

| For persistently absent pupils  |  |  |   |
|---|--|--|---|
| Parents are expected to:  | Schools are expected to:   | Trustees and Governors are expected to:  | Local authorities are expected to:  |
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p> | <p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p> |

| For persistently absent pupils |   |   |                                    |
|--------------------------------|---|---|------------------------------------|
| Parents are expected to:       | Schools are expected to:                  | Trustees and Governors are expected to: | Local authorities are expected to: |
|                                | attended and the schools of any siblings. |   |                                    |

| For severely absent pupils  |  |  |   |
|---|--|--|---|
| Parents are expected to:  | Schools are expected to:   | Trustees and Governors are expected to:  | Local authorities are expected to:  |
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p> | <p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment</p> |

| For severely absent pupils |                          |   |   |
|----------------------------|--------------------------|---|---|
| Parents are expected to:   | Schools are expected to: | Trustees and Governors are expected to: | Local authorities are expected to:  |
|                            |                          |   | and building attendance into children in need and child protection plans. |