



Attendance POLICY

Rednock School

Where everyone matters



Date of Ratification:

April 2025

Date of Review:

April 2026

Responsibility of:

Deputy Headteacher

Attendance

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1. Our vision for attendance:

At Rednock School where Everybody Matters, attendance matters and so we work to create a safe, welcoming and respectful environment where all young people are able to be challenged and supported to be the best version of themselves.

We know that each child's regular attendance at school can make a fundamental difference to their success now and in the future both academically and socially. Regular attendance at school ensures that they can access learning, develop a sense of belonging, learn key life skills and build friendships.

We believe that improving attendance is everyone's business and that providing a calm, orderly, safe and supportive environment where all students want to be and are keen and ready to learn is the foundation of securing good attendance. Working together to put the right support in place at the right time, in conjunction with all staff in school, parents/carers, students, Gloucestershire Local Authority and other local partners, we aim to remove any barriers to attendance by building strong and trusting relationships.

Our objectives are to promote good attendance, ensuring every student has access to the full-time education to which they are entitled. By celebrating excellent attendance and acting early to address patterns of absence we aim to reduce absence, including persistent and severe absence.

2. The Legislation and guidance we use to inform our practise

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 \(student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

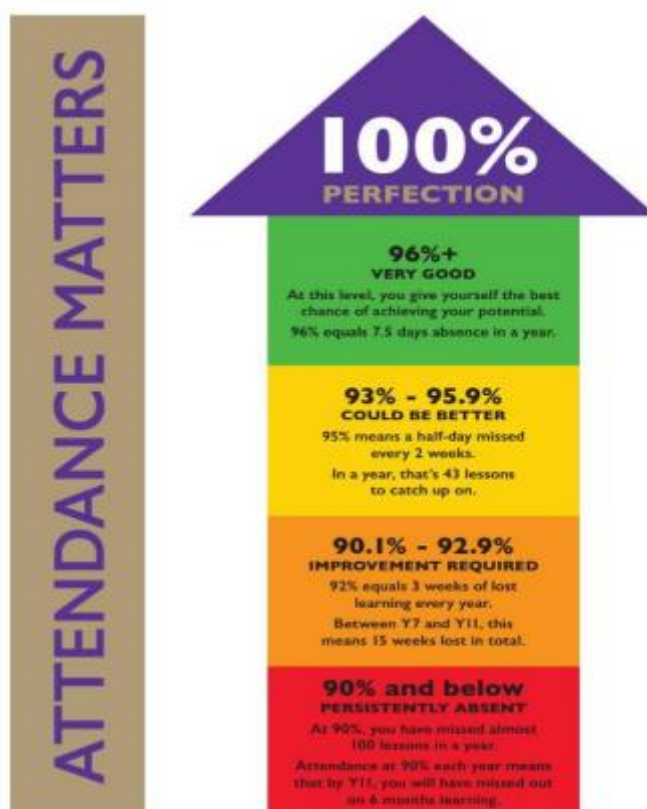
This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3. How we will PROMOTE excellent attendance.

The school's attendance champion will provide a clear vision around the importance of excellent attendance and how we plan to promote it.

School staff will regularly discuss the importance of excellent attendance with individuals and groups. This will be done at least weekly in community time, regularly as part of assemblies and ongoing through the academic year as part of lesson feedback, personal mentoring and communication with home.

Attendance matters posters are displayed in each tutor room and are used in the dialogue with students when they consider how their attendance stands in relation to where it should be. Where appropriate, students will have personal attendance targets which will be monitored by their community teams and when they meet these they will be congratulated and rewarded through a variety of measures. These targets will be regularly adapted so that they have the incentive to continuously improve as the year progresses.



4. How the school will MONITOR attendance through analysing data and reporting on progress of individual students as well as cohorts and groups

The school will:

- Monitor attendance and absence data across the school and at an individual student level on at least a weekly basis to celebrate positive attendance and intervene early if there are unexplained absences or drops in attendance rates.
- Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these students and their families
- Analyse attendance and absence data on a weekly basis and benchmark it against the figures provided by Fisher Families Trust and the DfE to consider Rednock School's position when compared to other school's locally and nationally.
- Identify whether there are particular groups of children whose absences may be a cause for concern and act upon these concerns
- Collect student-level absence data each term and publish 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.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Provide regular attendance reports to all school staff working directly with students to facilitate discussions with students 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
- Regularly inform parents of their child's attendance levels via school reports and Edulink
- Pay close attention to students who have a social worker or are working with the youth offending team and have an understanding that their attendance could be adversely affected by their circumstances. We will work in close partnership with the young person, their family and all agencies involved with them to positively influence their time in school.

5. How the school will RESPOND to the data and work towards 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.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Communicate with parents to ensure they are aware of their child's absence rate and the process to support improvement. (see appendix 3)
- Hold regular meetings with the parents of students 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
- Hold regular internal panel meetings to consider how else the student and family can be supported to improve their attendance by removing the barriers they may be facing to attend
- Use the Gloucestershire Graduated Pathway with all students in school having at least a My Profile document to help identify issues and concerns early so that they can be intervened with and supported by staff
- Formalise support or use legal sanctions, in conjunction with Gloucestershire County Council, for example through using an 'attendance contract', engagement with social services, issuing of Notice to Improve, Penalty Notices, Education Supervision Order or consideration of attendance prosecution in the Magistrates Court
- The school will meet with the Local Authority on a regular basis, in order to undertake the 'Targeted Support meeting framework' to address individual concerns and group trends.
- Where absence is due to a medical need, and may result in the student missing 15 days of education, the school will work closely with the family and the Local Authority to find the best support and to look at what adaptations may be appropriate.

6. Roles and responsibilities

6.0 Students are expected to:

- Attend school every day
- Arrive on time to school and lessons.
- Attend every timetabled session on time when they are expected in school

6.1 Parents/carers are expected to:

- Make sure their child attends every day on time. Students are due in school for 8.30 each day and in registration for 8.40am. (See appendix 3 for impact of lateness and absence)
- Call the school to report their child's absence before 09:00am on the first day of absence and each subsequent day of absence, and advise when they are expected to return.
- Provide the school with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day and their child misses the minimal amount of time possible. For example, returning to school after the appointment.
- Proactively engage with support offered informally or formally to help their child overcome any barriers to attendance
- Contact their child's tutor if they have any concerns about school that may affect their child's attendance.
- Contact their child's community team or the attendance team if they feel their child would benefit from more detailed support in any way
- Respond to communication from the school regarding their child's attendance and work with the School to maintain high expectations around attendance

6.2 Community tutors are responsible for:

- Recording attendance on a daily basis, using the correct codes and submitting the information no later than 10 minutes after the start of am registration
- Having regular conversations with their tutor group about attendance
- Checking in with tutees after any absence
- Making regular contact with home to celebrate attendance/offer support
- Supporting their tutees alongside their families to overcome barriers to attendance
- Monitor tutees for any changes in attendance and flag concerns with pastoral team
- Recording and reviewing impact of any interventions

6.3 Community leaders are responsible for:

- Monitoring and analysing attendance data for students within their community
- Ensuring that attendance is a weekly focus within the community tutor team and that tutors are having proactive conversations with their tutees
- Celebrating positive attendance from students

- Recording and reviewing impact of any intervention
- Working with the wider school team, students and parents to tackle persistent absence

6.4 The school attendance team is responsible for:

- Monitoring and analysing attendance data
- Quality assuring the completion of attendance registers by staff
- Monitoring and recording the absence communication by parents
- Contacting parents if their child is unexpectedly absent from school
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Recording and reviewing impact of any interventions
- Working with school staff to tackle persistent absence
- Reporting 15-day absence to the Local Authority and working with the Local Authority to improve attendance to school.
- Tracking persistent absence to ensure safeguarding.
- Advising the headteacher when to issue fixed-penalty notices

6.5 Teaching staff are responsible for:

- Recording lesson attendance on a daily basis, using the correct codes, submitting the information no later than 10 minutes after the start of the lesson and informing the office of unexplained absences to ensure safeguarding
- Raising concerns in a timely manner with the Head of Department, Department Line Manager and Community team about the impact a student's absence may be having on their academic progress
- Supporting students to catch up and understand the work set when they have had a period of absence from school
- Supporting students in exceptional circumstances by providing work, when the student cannot be in school. For example: During recovery after an operation. (See Medical Needs Policy)

6.6 School administration/office staff are responsible for:

- Taking calls from parents about absence on a day-to-day basis and recording it on the school system
- Transfer calls from parents to the appropriate member of staff in order to provide them with more detailed support on attendance
- Keeping accurate and up to date records of calls and communication with parents

6.7 The Designated senior leader (AAHT -Behaviour Culture and Welfare) is responsible for:

- Championing and improving attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Benchmarking attendance data to identify areas of focus for improvement
- Communicating messages to students and parents
- Delivering targeted intervention and support to students and families
- Where there is a lack of engagement, holding more formal conversations with parents and raising the issue of the potential need for legal intervention.
- Ensuring that where the absence is both persistent and severe there is a targeted approach with the Local Authority using TALC (Team Across the Locality) support where appropriate.

6.8 The Headteacher is responsible for:

- Implementation of this policy at the school and ensure suitable training in place where needed
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Requesting the issue of fixed-penalty notices, where necessary

6.9 The Governing Body is expected to:

- Recognise the importance of school attendance and promote it across the school's ethos and policies
- Ensure school leaders fulfil expectations and statutory duties
- Regularly review attendance data in comparison with national and regional trends. The trends should be discussed and the root causes of the challenges focused upon to ensure that there is a collaborative approach to consider the impact of strategies and where support should be provided and targeted towards
- Ensure school staff receive adequate training on attendance
- Hold the headteacher to account for the implementation of this policy

7. School processes for recording attendance and absence

7.1 Attendance

We will keep an attendance register and place all students onto this register. We will take our attendance register at the start of each morning session of the school day and in the afternoon session, after lunch. It will record whether every student is:

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

We will also record:

- Whether the absence is authorised or not
 - The nature of the activity if 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 3 years after the date on which the entry was made.

Please see appendix 2 for a list of codes used to mark attendance/absence.

7.2 Absence

The student's parent/carer must notify the school of the reason for an unplanned absence on the first day by 09:00am or as soon as practically possible by calling the school on 01453 540755 or text 0790 8661525

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

If the authenticity of the illness is in doubt, the school may ask the student's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

10 unauthorised sessions (5 school days) in a fixed period may result in a Notice to Improve being sent by the Local Authority and a penalty notice being issued.

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. Please see appendix 3. Unless there is a valid reason, this will be unauthorised.
- If a student arrives late to school without a valid reason, they will be expected to attend 261 at lunch to discuss the reasons with the 'Attendance Champion'. Failure to do so will result in a detention being set.

Students' punctuality to school and lesson time will be monitored on a weekly basis by their tutor and any concerns raised with the student in the first instance and then the parent/carer if they are ongoing.

The school can request Gloucestershire County Council to issue a fine (fixed penalty notice) to parents for students accruing 10 sessions or more of unauthorised lateness, after registers have closed, in the immediately preceding 10-week period.

Fixed penalty notices are issued in accordance with the Local Authority Penalty Notice Code of Conduct Attendance – further information can be found at <http://gloucestershire.gov.uk/>.

7.3 Planned absence

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

Please contact the school via the attendance team to let them know in advance where possible.

However, we encourage parents/carers 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 headteacher will only grant a leave of absence to a student during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the student is authorised to be absent for.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and where possible, at least three weeks before the absence, and in accordance with the school's leave of absence request form accessible [here](#). The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart

- Traveller students 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.

7.4 Procedures following unexplained absence

- The attendance team will contact the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may enact our missing child protocols and come to their house where possible or contact an external agency such as children's services or the police.
- Identify whether the absence is authorised 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. If no reason given, an O is recorded (Unauthorised absence)
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will request a meeting in person with the parent/carer or in some cases make a home visit to support the removal of any barriers facing the family.
- The school may arrange to visit any child in the home if we have not seen them in school for 10 days.
- The school will liaise with the Local Authority if there are 10 sessions (a session =half day) of unauthorised absences, in a certain time period. The Local Authority may then issue a Notice to Improve. If there is no improvement alongside the support offered by the school, a Penalty Notice may be issued.

7.5 Fixed Penalty Notices

Legal sanctions

The school must consider requesting Gloucestershire County Council issue a fine to parents for the unauthorised absence of their child from school, where the child is of compulsory school age and the national threshold has been met. Fixed penalty notices are issued in accordance with the Local Authority Penalty Notice Code of Conduct [Attendance and absence from school | Gloucestershire County Council](#)

If issued with a fine or penalty notice, each parent must pay £80 (per child) if paid within 21 days rising to £160 thereafter. If not paid within 28 days the Local Authority can decide whether to prosecute or withdraw the notice – note there is no right of appeal in court by parents against a fixed penalty notice. The national framework for penalty notices sets out that a maximum of 2 penalty notices per child, per parent can be issued within a rolling 3-year period (the second one being payable at £160 with no option to reduce fine by making payment earlier). If the national threshold is met for a third (or subsequent) time within 3 years, the Local Authority will consider prosecution through the magistrates' court under Section 444(1) of the Education Act 1996.

In Education Law (Section 576 of the Education Act 1996) 'parent' means:

- All natural parents, whether they are married or not
- Any person who has parental responsibility for a child or student
- Any person who has care of a child or student i.e. lives with and looks after the child

8. Links to other policies

Behaviour

Safeguarding (Child Protection) Policy

Children with needs that cannot attend school

School Charter

9. Monitoring arrangements

This policy will be reviewed by the senior team on an annual basis and its implementation will be monitored by the Outcomes, Performance and Experience Committee of the Governing Body.

Appendix 1

Focus	General Absence	Unauthorised Absence
Expect	Set clear expectations for excellent attendance, be clear about the reasons and celebrate where this is happening. Reinforce that excellent attendance is everyone's responsibility and that parents make prompt contact with school if their child is absent.	
Avoid – Monitor	Tutors will have conversations with students regularly and will raise concerns 1:1 with a tutee if attendance drops below 95% (93% in Term 1). School will send an awareness letter where a student's absence drops below 93% (90% in Term 1).	Where there have been 1 or 2 unauthorised absences, tutors or a member of the attendance team will raise awareness with the student and home.
Stage 1 Listen / Understand	If during a period of 3 / 4 weeks there is not a sustained improvement, we will move on to Stage 1. A member of the attendance or pastoral team will meet with the student to look at what support is needed and set a target for improved attendance. A My Plan may be set up. This information will be communicated with home to support.	A further 1 or 2 unauthorised absences will lead to Stage 1. A member of the attendance or pastoral team will liaise with home to see what support may be needed.
Stage 2 Facilitate Support	If during a period of 3 / 4 weeks there is not a sustained improvement, we will move on to Stage 2. A member of the attendance team will invite parents into school or arrange a home visit to discuss what support the family may need to support excellent attendance. We may request medical evidence to allow us to authorise any further absence due to illness. At this point, we will set up a My Plan or a TAF and request input from the Local Authority. This will lead to an attendance contract being set up.	If the student reaches 7 unauthorised absences, a member of the attendance team will liaise with the Local Authority to seek further support / advice.
Stage 3 Formalise Support	If during a period of 3 / 4 weeks there is not a sustained improvement, we will move on to Stage 3. The SLT member responsible for attendance or the Attendant Engagement Officer will arrange to meet the student and parents as part of an Attendance Improvement Meeting (AIM). A member of the Local Authority may also attend. At this point, a Notice to Improve may be issued.	At 10 unauthorised absences or if support is not engaged with, the Local Authority may issue a Notice to Improve alongside any further relevant support needed.
Stage 4 Enforce	If, during the time frame agreed in the 'AIM', there is not a sustained improvement, we will move on to Stage 4 when the Local Authority may issue a Penalty Notice fine or start legal proceedings.	Once the Notice to Improve is issued and, after an agreed 3 - 6 week time period, if there is no sustained improvement, the Local Authority will issue a Penalty Notice and parents will have 4 weeks to make full payment.

A student can be placed on any of the above stages without having moved from stage to stage, depending upon need.

A student does not need to have been placed on all stages of the procedure before a referral is made to the Local Authority.

On any stage, penalty notices may be issued for unauthorised absences. (An unauthorised absence can include sessions where we have not had communication from home, holidays where permission has not been granted, lates after registration closes.)

Appendix 2

Attendance and Absence codes commonly used at Rednock School

This is not an exhaustive list of all possible codes that are able to be used by schools, that can be found as part of the [Working together to improve school attendance DfE paper](#).

Attendance Codes	Explanation
/\	Present
L	Late arrival (before registers closed)
K	Attending an education provision arranged by the Local Authority (staffed)
B	Attending a provision arranged by the school (staffed) e.g. Bridge, Skylark
V	Attending an educational trip or visit
P	Participation in sports activities
W	Work experience
D	Dual registration
Absence Codes	
C	Authorised absence
I	Illness
N	Reason for absence is as yet undetermined (will be unauthorised after 5 days)
O	Reason for absence remains unknown or is unauthorised
M	Medical appointment
U	Arrived late to school after the registers were closed with no reason
E	Suspended or Permanently Excluded
G	On a holiday that has not been granted
Y	Unable to attend due to a school closure

Appendix 3

Impact of Lates and Absence when registering

Registration for AM and PM sessions:

Morning Session: Registers open at 8.40 am

- All students who are in registration, on time, will be marked present.
- All students who arrive late will get a 'late' mark. These will be tracked and parents will be contacted where needed to support arrival to school on time.

Morning Session: Registers close at 9.10am

Unless parents contact to explain absence an 'N' code will be recorded. OR, if a student arrives after the register is closed, a 'U' code will be recorded - both of which count as unauthorised absence.

Afternoon Session: Registers open at 2pm

- All students who are where expected, on time, will be marked present.
- All students who arrive late will get a 'late' mark. These will be tracked and parents will be contacted where needed to support arrival to lessons on time.

Afternoon Session: Registers close at 2.30pm

Unless there is an authorised reason for not being in lesson an 'N' code will be recorded. OR, if a student arrives after the register is closed, a 'U' code will be recorded - both of which count as an unauthorised absence.

Ten (10) unauthorised absence marks may lead to a 'Notice to Improve' being issued by the Local Authority. This may result in a Penalty Notice being issued.