



Attendance POLICY

Rednock School
Where everyone matters



Date of Ratification:
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Responsibility of:

July 2026
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Deputy Headteacher

Attendance

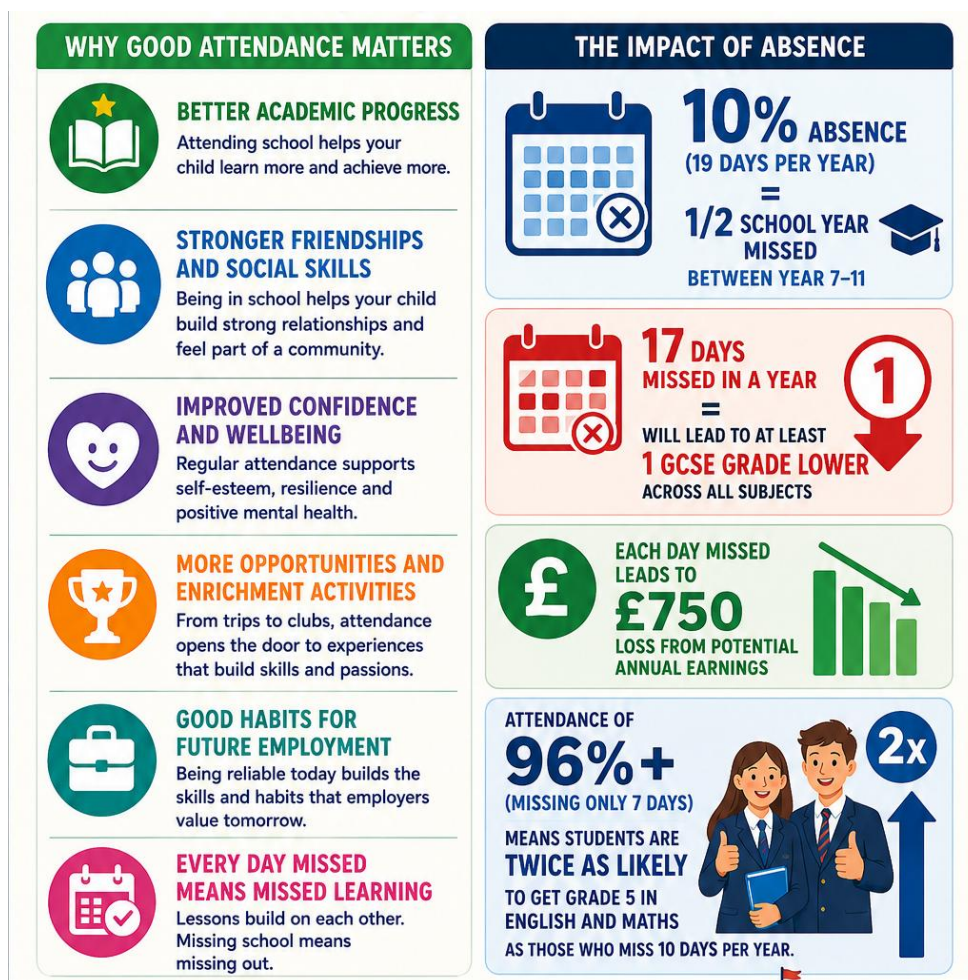
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Our vision for attendance:

At Rednock School where Everyone Matters, attendance is key and so we work to maintain a safe, welcoming and respectful environment where all young people feel they belong and 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.



[Data Source](#)

So, what is regular attendance?

At Rednock, regular attendance means your child is expected in school on time every day that the school is open as we know consistent attendance is essential for your child's future. However we know some absence may be unavoidable and so we aim to ensure all students keep their attendance above 96%. This means missing no more than 7.5 days across the year. Attendance also includes punctuality to school and lessons.

Did you know that missing 15 minutes a day due to not being punctual to school or lessons = nearly 2 weeks of lost learning time for your child and interruptions to other students learning. Late marks to

school affect a child's overall attendance and to avoid these students are expected to be on school site by 8.30 and in tutor by 8.40 promptly.

Whose responsibility is regular attendance?

We believe that improving attendance is everyone's business. This includes; [parents/carers and families](#), students, all school staff and the Local Authority. By working together to encourage and celebrate attendance and put the right support in place at the right time, we aim to remove any barriers to attendance to ensure your child gets the best education possible.

How we will PROMOTE excellent attendance.

Within school, the school's attendance champion, with the support of all staff, will provide a clear vision around the importance of excellent attendance and how we facilitate and celebrate 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 displays are located around school 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.



Teaching staff will regularly discuss how what happens in their classroom, such as: adaptive practice and inclusive teaching supports excellent attendance and students' success.

The school will aim to work closely with families to celebrate and seek support in improving attendance. Regular updates and information about school attendance will be shared with parents/carers via Rednock Review and targeted messages. There is also a termly informal drop-in session for parents to seek support for their child's attendance.

The school will use a variety of interventions, in collaboration with families to identify barriers and reduce absence in school.

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.
- Monitor attendance of any student who is educated at an 'Alternative Provision' to ensure that we can intervene and support if absence becomes a concern and to ensure the link is kept to support a smooth transition back to school.
- 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 schools locally and nationally.
- Identify where there are particular groups of students whose absences may be a cause for concern and act upon these concerns.
- Vulnerable cohorts such as: Students with Special Educational Needs, Pupil Premium and (Previously) Looked After Children will be monitored frequently to ensure that the most effective internal and external provision is implemented.
- 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.
- Ensure all school staff working directly with students can access attendance data in order 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 Class Charts.
- 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.

How the school will RESPOND to the data and work towards reducing persistent and severe absence

Persistent absence is where a student misses 10% (19 days per year) or more of school, and severe absence is where a student misses 50% (95 days) 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)
- Seek and analyse parent and student voices around possible barriers to attendance and plan strategies around the feedback using Rednock's support catalogue and GCC's support document.
- 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 (see Appendix 1)
- 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 identified students in school having at least a Passport document to help identify issues and concerns early so that they can be effectively 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/interventions may be appropriate.

Roles and responsibilities

Students are expected to:

- Attend school every possible session (1 day = 2 sessions)
- Arrive on time to school and lessons, ready to learn.
- Attend all lessons unless there is a specific and authorised reason for absence.

Rednock's School Day

8.40-9.05	AM Registration	11.25-12.25	Lesson 3
9.05-10.05	Lesson 1	12.25-13.25	Lesson 4
10.05-11.05	Lesson 2	13.25-14.00	Lunch
11.05-11.25	Break	14.00-15.10	PM registration in Lesson 5.



Parents/carers are expected to:

- Make sure your 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).
- Contact the school to report your child's absence before 08:30am on the first day of absence and each subsequent day of absence. Give specific reasons for absence and advise when they are expected to return. See the [parental guide](#) for ways to contact school about absence.
- Provide the school with more than one emergency contact number for your child.
- Ensure that, where possible, appointments for your child are made outside of the school day and your child misses the minimal amount of time possible. For example, returning to school after the appointment. If the appointment has to take place in school time, please send a screenshot/copy of the appointment details.

- Proactively seek or engage with support offered informally or formally to help your child overcome any barriers to attendance.
- Contact your child's tutor if they have any concerns about school that may affect their child's attendance.
- Contact your child's tutor or the attendance team if you feel that your child would benefit from more detailed support in any way.
- Respond to communication from the school regarding your child's attendance and work with the School to maintain high expectations around attendance.

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.
- Being the first point of contact for parents.
- 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.
- Logging any meeting held with their tutees to support increased attendance.

Community leaders are responsible for:

- Monitoring and analysing attendance data for students within their community.
- Ensuring that attendance is a bi-weekly focus within the community tutor team and that tutors are having proactive conversations with their tutees as appropriate following data analysis.
- Celebrating excellent and improved attendance from students.
- Recording and reviewing impact of any intervention put in place to support students who are struggling with attendance.
- Working with the wider school team, students and families to tackle persistent absence

The school attendance team is responsible for:

- Quality assuring the timely and accurate completion of attendance registers by staff.
- Monitoring and recording the absence communication by parents.
- Contacting parents if their child is unexpectedly absent from school or to follow up absence notices.
- Manning the 'late gate' to support students who arrive late to enter school ready to learn and signpost where they need to go.
- Facilitating support by working with families and external agencies, where appropriate, to improve attendance.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher.
- Analysing data including the reviewing of impact of any interventions.
- Working with school staff to tackle persistent absence.
- Ensuring safeguarding visits are conducted for students who are absent from school for a prolonged period (7-10 days+).
- Reporting 10 day unauthorised absence /15 days sickness 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

Teaching staff and Heads of Department 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 duty staff of unexplained absences, via 'callout' to ensure safeguarding of students.
- Ensuring students feel they belong in lessons and can access their learning through good relationships and adaptive practice to ensure an inclusive learning environment.
- Work with their teams to set regular short-term targets for staff to work on to support improved attendance, in line with the school priority. (Heads of Department).
- Raising concerns in a timely manner with the parents/carers, 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).

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.
- Ensure the daily 'daily signing in and out sheet' is accurate and ensuring authorisation is in place for students who sign out during the school day.

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.
- Ensure communication of relevant information 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.

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.

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 identify where support should be provided and targeted.
- Ensure school staff receive adequate training on attendance.
- Hold the headteacher to account for the implementation of this policy.

School procedures for recording attendance and absence**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 (8.40) and in the afternoon session, after lunch (1.55pm) It will be open each time for 30 minutes and 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. (Please note: Punctuality affects this- If students arrive after the register closes - it will count as an unauthorised absence)
- 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.

Absence

The student's parent/carer must notify the school of the reason for an unplanned absence on the first day by 08.30am via ClassCharts or 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 or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

Where the illness is temporary such as a headache, we would expect students to attend later in the day once pain relief has taken effect and we can support with more medication later in the day.

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

10 missed sessions for unauthorised absence in a fixed period may result in a Notice to Improve being sent by the Local Authority and a penalty notice being issued. (See Appendix 1)

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code (L).
- After the register has closed, will be marked as late after registration (U). Please see Appendix 3 unless there is a valid reason, this U code is an unauthorised absence.
- If a student arrives after the start of registration, they will need to report to the 'late gate' at the back of school. There, they will be welcomed by a member of staff who will check in with them, lock their phones in pouches for them and give them instructions on where to go.
- If a student arrives late to school without a valid reason, they will be asked to attend 261 at lunch to discuss the reasons with the 'Attendance Champion' to ensure support is offered to avoid it happening. Parents/Carers will also be informed. Being late repeatedly and failure to report to 261, may 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.

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 and forwards the

appointment details.

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.

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).
- Contact 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 a maximum of 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.

Fixed Penalty Notices

The school can request Gloucestershire County Council to issue a fine to parents for the unauthorised absence of their child from school, where the child is of compulsory school age. Fixed penalty notices are issued in accordance with the Local Authority Penalty Notice Code of Conduct [Attendance - Schoolsnet \(gloucestershire.gov.uk\)](https://www.gloucestershire.gov.uk/attendance-schoolsnet)

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.)

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 the student
- Any person who has care of a child or student ie lives with and looks after the child

Links to other policies

- Behaviour
- Safeguarding (Child Protection) Policy
- Children with needs that cannot attend school
- School Charter

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 governors committee.

Appendix 1

Attendance Monitoring and Intervention Strategy

At Rednock school, we use the Department for Education absence banding and Gloucestershire LA 'support first' ethos to help us track, monitor and support attendance.

Absence Bandings	General Absence	Unauthorised Absence
1) This is where we expect all students to aim to be.	96-100% (up to 9.5 days absence) There are clear expectations for excellent attendance of at least 96% (7.5 day absence max). Students are clear about the reasons and are celebrated where this is happening. Students will be able to achieve well in lessons and will have a greater sense of belonging. They will be able to build and maintain good relationships in school.	
2) We will start to monitor, support and raise awareness of students who fall into this band to avoid them becoming 'persistently absent'	90-95.9% (up to 19 days absence) Tutors will have conversations with students regularly and will raise concerns 1:1 with a tutee if attendance drops into this band. School will send an awareness letter when students fall into this band. (92% in term 1) If necessary, we may move into the next band for support sooner.	1 or 2 unauthorised absences (0.5/1 day) Tutors or a member of the attendance team will raise awareness with the student and home.
3) Students are now 'persistently absent' We will seek to understand more about the barriers to attendance and formalise support.	85-89.9% (up to 29 days absence) If students fall into this band, 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 'student passport' will be created and shared with home and staff to support improvement. A member of the attendance team will invite parents into school/arrange a home visit to discuss what support the family may need to support improved attendance. If support is not engaged with and no improvement in attendance is made then we may move into the next band for support sooner.	3 or 4 unauthorised absences (1.5/2 days) A member of the pastoral or attendance team will liaise with home to see what support may be needed. If there is a safeguarding concern we may arrange to visit you at home to offer support.
4) We will facilitate support from external agencies.	80-84.9% (up to 38 days absence) If a student falls into this band,. We may request further medical evidence to allow us to authorise any further absence due to illness. At this point we will set up an attendance contract and request input from the Local Authority.	7 unauthorised absences (3.5 days) A member of the attendance team will contact home and share an overview of absence

	If support is not engaged with and no improvement in attendance is made then we may move into the next band for support sooner.	and concern. Offer of further support. School may also liaise with the Local Authority to seek further support/advice.
5-10) We will formalise support via the Local Authority. This may also lead to Notice to Improve/Legal Intervention.	50-79.9% (up to 95 days absence) When students fall into this band, it will trigger more formalised support. A formal Attendance Improvement Meeting will take place along with a member of the Local Authority. At this point, a Notice to Improve may be issued and legal intervention started. If support is not engaged with and no improvement in attendance is made then we may move into the next band for support sooner.	10 unauthorised absences (5 days) (in a 10 week period) or if support is not engaged with, the Local Authority may issue a Notice to Improve alongside any further relevant support needed.
11) Students are now severely absent and require a multi-agency plan	>50% (95-190 days absence) Students in this band will require safeguarding intervention and multi-agency support to ensure they are able to access education. At this point the Local Authority may issue a Penalty Notice (fine of up to £160) or start legal proceedings	10+ unauthorised absences At this point the Local Authority may issue a Penalty Notice (fine of up to £160) or initiate legal proceedings)

A student may 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.

Penalty notices may be issued for 10 sessions (5 days) of unauthorised absences. (An unauthorised absence can include sessions where we have not had communication from home, holidays where permission has not been granted, late after registration closes.) They may also be issued for general absence where support is not being engaged with.

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

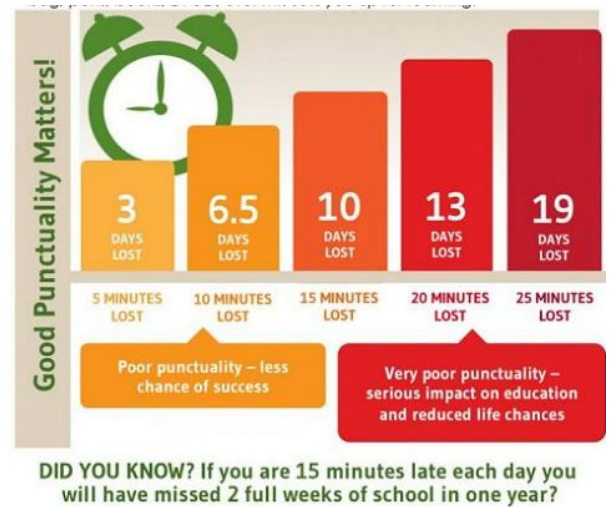
Appendix 3

Impact of Punctuality and Absence when registering

Registration for AM and PM sessions:

Morning session - Registers are taken at 8.40 am.

- All students who are in registration, on time, will be marked present.
- All students who arrive late (after 8.40) will get a 'late' mark. These will be tracked and parents will be contacted where needed to support arrival to school on time.
- Morning 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 1.55pm.

- All students who are on time to lesson, will be marked present.
- All students who arrive late (after 2.05) will get a 'late' mark. These will be tracked and parents will be contacted where needed to support arrival to lessons on time.
- Afternoon registers close at 2.25pm. 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. If a student has truanted then they will be placed in the IER.

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.

Appendix 4

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 Equalities Act 2010](#)
- [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](#)
- [Working Together to Improve School Attendance - Guidance for Schools](#)
- [Working Together to Improve School Attendance - Parental Responsibilities](#)

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