ATTENDANCE POLICY

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SUSSEX LEARNING TRUST STATEMENT ON ATTENDANCE

1 INTRODUCTION

1.1 Legislation includes Acts of Parliament and Department for Education (DfE) circulars dating from the 1944 Education Act to the present time including 'School Attendance – Guidance for maintained schools, academies, independent schools and local authorities'. These regulate the procedures and requirements placed upon staff, directors and parents in regard to students of school age being in regular full time attendance.

1.2 Central to raising standards in education and ensuring all students can fulfil their potential is an assumption so widely understood that it is insufficiently stated – students and pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in school.

1.3 At Sussex Learning Trust, we believe that students and pupils make greatest progress and achieve best when their attendance is regular and uninterrupted. Punctuality is a crucial personal characteristic valued by the academy and employers.

1.4 The Governors of each academy agree targets for attendance each year which are monitored by the senior leader responsible for pastoral care.

2. PROMOTING HIGH ATTENDANCE RATES

2.1 Our academies will:
2.1.1 Set challenging targets.
2.1.2 Ensure parents/carers understand why attendance is important.
2.1.3 Make daily/weekly checks on absences.
2.1.4 Maintain records related to punctuality. Communicate lateness to parents and manage according to academy specific procedures.
2.1.5 Recognise outstanding attendance.
2.1.6 Monitor attendance according to academy specific policy
2.1.7 Work proactively with parents/carers, providing appropriate support to students with attendance issues.
2.1.8 Involve outside agencies at an early stage.
2.1.9 Highlight the importance of attendance through the curriculum.
2.1.10 Use software (i.e Arbor, SIMS, Go4Schools) attendance modules to assist with monitoring.
2.1.11 Scrutinise weekly absence data.
2.1.12 Report on attendance to parents and carers
2.1.13 Produce a summary attendance report showing trends over four years.

2.1.14 Contact parents informing them of matters of concern. Set up parent attendance planning meetings.
2.1.15 Provide the DfE with attendance data as requested.

3. PROMOTING A POSITIVE LEARNING ENVIRONMENT

3.1 A positive learning environment ensures students want to attend. Accordingly our academies will:
3.1.1 Recognise good character, achievement, effort and attendance.
3.1.2 Have a wide range of extra-curricular activities.
3.1.3 Provide a range of teaching styles and approaches and a personalised curriculum.
3.1.4 Have high quality teaching resources.
3.1.5 Employ high quality specialist teachers.
3.1.6 Set challenging targets for each student and communicate these to parents.
3.1.7 Use the pastoral system as a means of identifying students for particular support.
3.1.8 Have a responsive, caring ethos.
3.1.9 Ensure a safe, caring atmosphere.
3.1.10 Maintain a pleasant, clean environment with attractive grounds.
3.1.11 Discuss issues of concern with students with the appropriate Student Voice group.
3.1.12 Employ restorative justice practices where appropriate.

4. RESPONSE TO POOR ATTENDANCE

4.1 Our academies will always seek to work with families and carers to help improve school attendance

4.2 Our academies are likely to inform Pupil/student Entitlement and a request for a FPN (Fixed Penalty Notice) made.

5. LEAVE OF ABSENCE

5.1 All absence requests must be made using the form 'Request for Absence in Exceptional Circumstances' and submitted to the authorised representative from the academy.

5.2 Leave of absence will only be authorised in exceptional circumstances. It is highly unlikely that leave will be granted for the purposes of a family holiday.

6. PENALTY NOTICES

6.1 Our academies adhere to statute that requires us to make referrals to the local authority for the consideration of penalty notices, where appropriate.

7. CHILDREN AT RISK OF MISSING EDUCATION

7.1 Our academies will inform the local authority of any student who is going to be deleted from the admission register where they:

7.1.1 Have been taken out of the academy by their parents and are being educated outside the school system, eg home education.

7.1.2 Have ceased to attend the academy and no longer live within reasonable distance of the academy.

7.1.3 Have a medical condition certified by the academy that the student is unlikely to be in a fit state of health to attend the academy.

7.1.4 Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the academy at the end of that period, or

7.1.5 Have been permanently excluded.

7.2 The local authority will be notified in advance of the deletion, when the academy becomes aware that the deletion will be made.

7.3 Our academies will inform the local authority of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of ten days or more.

1. Aims

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

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

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

- This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:
- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment
- It also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across schools]in the Trust
- Holding the Executive Principal to account for the implementation of this policy

3.2 The Executive Principal

The Executive Principal is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors

- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or autorising our attendance and family liaison officer to be able to do so.
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
    - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
    - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
    - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

- The designated senior leader is responsible for:
- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs Cathryn Halton and can be contacted via telephone on 01243 792690 or be email at chalton@chichesterfreeschool.org.uk

3.4 The attendance and family liaison officer

The school attendance and family liaison officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the Executive Principal when to issue fixed-penalty notices

The attendance and family liaison officer is Mrs Stephanie Cole and can be contacted via telephone on 01243 792690 or by email at absence@chichesterfreeschool.org.uk

3.5 Class teachers/ tutors

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

3.6 School admin/ office staff

School admin/ office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the head of year/ assistant head of year where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends every day on time
- Email the school to report their child's absence before 0830 on the day of the and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

- Seek support, where necessary, for maintaining good attendance, by contacting the relevant head of year.

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time
- Attend every timetabled session, if in the secondary phase of the school, on time

4. Recording attendance

4.1 Attendance register

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances
- Any amendment to the attendance register will include:
- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Punctuality is key. Pupils should arrive at school and be collected or transport arranged at the following times:

Year R arrive between **0830-0845** and the end of the day is **1445.** The register for the morning session will be taken at **0845** and will be kept open until **0855**. Pupils arriving after 0855 will be marked as late. The register for the afternoon session will be taken at **1300**.

Year 1 arrive between **0810-0830** and the end of the day is **1500.** The register for the morning session will be taken at **0830** and will be kept open until **0840**. Pupils arriving after **0840** will be marked as late. The register for the afternoon session will be taken at **1300**.

Years 2-6 arrive between **0810-0830** and the end of the day is **1510.** The register for the morning session will be taken at **0830** and will be kept open until **0840**. Pupils arriving after **0840** will be marked as late. The register for the afternoon session will be taken at **1300**.

Years 7-11 arrive between **0745-0820** and the end of the day is **1530.** The register for the morning session will be taken at **0830** and will be kept open until **0840**. Pupils arriving after **0840** will be marked as late. The register for the afternoon session will be taken at **1340**.

4.2 Unplanned absence

The pupil's parent/ carer must notify the school of the reason for the absence on the first day of an unplanned absence by 0830, or as soon as practically possible, by emailing the school at absence@chichesterfreeschool.org.uk

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness or the school does not receive sufficient evidence from a medical professional to support the absence.

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

4.3 Planned absence

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

For all planned absences, parents/ carers must notify the attendance team by email as soon as possible at absence@chichesterfreeschool.org.uk

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

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil 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

4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts during the day, the may contact the police to request a welfare check.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving Pupil Entitlement.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: the school will either issue a notice to improve, submit a referral for a fixed penalty notice or refer to Pupil Entitlement who may take legal action (see section 5.2)

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

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

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

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

We define 'exceptional circumstances' as events such as a bereavement of a close family member.

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at 2 weeks before the absence. The Executive Principal may require evidence to support any request for leave of absence

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience

- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The Executive Principal, local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, are not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £80 within 21 days, or £160.

Notices to improve

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

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

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

6. Strategies for promoting attendance

Attendance at school is crucial in preparing young people for successful transition to adulthood, and to support their longer term economic and social participation in society. Pupils who attend school regularly make better progress, both socially and academically, and find school routines, school work and friendships easier to cope with. There is also evidence that the pupils with the highest attendance throughout their time in school gain the best GCSE and A level results. It is great that so many pupils at CFS have strong attendance already. However, attendance overall is still lower than pre Covid levels. Whilst we understand that illness happens, and therefore do not issue 100% attendance certificates across the whole term or year, we do feel it is important that we encourage and celebrate strong attendance. I want to take this opportunity to outline some new rewards and celebrations we are introducing. We have worked hard to ensure these are inclusive and designed so that all pupils can be rewarded, but also motivational and an additional incentive for pupils to attend school whenever possible.

Individual Celebrations

In both Primary and Secondary, every week that a pupil achieves 100% attendance for that specific week, they will be entered into an attendance league (similar to the Conduct League in Secondary). This means that the more weeks that pupils are in school 100% of the time, the more entries into the draw they will have, therefore the higher chance of winning. However, any pupil who achieves 100% in a week will be entered, even if they have had illness during the term.

In Primary, there is a draw at the end of each term from the whole of Primary and the winning pupil gets a tea party for their class. There is also an annual draw for Primary pupils at the end of the year with two pupils being drawn to win a £50 Amazon voucher each. In Secondary, there will be a league per year group which is drawn at the end of each term, with one winner from each year group receiving a £20 amazon voucher.

Group Rewards

In Primary, attendance will be a focus in celebration assembly each week – each class will be awarded a piece for Mr Potato Head every week that the class, as a whole, has achieved attendance of 96% or above. When a class completes their Mr Potato Head, the class gets 10 minutes extra playtime on that Friday and an R1 for every member of the class. In Secondary, attendance will be celebrated in each weekly year group assembly - the weekly trophy will be awarded to the tutor group with the highest overall attendance in the previous week, along with an R1 for every member of that tutor group.

In both phases, where there is a member of the class or tutor group that is absent due to long term illness, this will be considered when working out the winning groups.

7. Supporting pupils who are absent or returning to school

We appreciate that for some pupils coming to school is more challenging and we support these pupils through our pastoral team, invitation to one of our breakfast clubs, offering an alternative space for pupils during break and lunchtimes, support from our Emotional Literacy Support Assistant (ELSA) or signposting parents to more appropriate agencies that may be able to offer support. We have also been working with Thoughtful, a mental health support team, that is based in CFS one day a week. They support educational settings to develop their whole school approaches to mental health and emotional wellbeing. Specifically, they provide one to one evidence-based interventions in schools for mild to moderate mental health issues such as anxiety and depression, and help children and young people to get the right support and ultimately to stay in education. They will be running workshops for groups of parents/carers during the summer term, as well as working with individual pupils with parental consent; more information will be sent out about these workshops nearer the time.

7.1 Pupils absent due to complex barriers to attendance

The school will contact parents to discuss the complex barriers and an agreed approach or strategies will be implemented.

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

The school will contact parents to discuss the absences and an agreed approach or strategies will be implemented.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

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

The school will contact parents to discuss the support needed in school and agree an approach or strategies that will be will be implemented.

8. Attendance monitoring

8.1 Monitoring attendance

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

Specific pupil information will be shared with the DfE on request.

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

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

8.2 Analysing attendance

The school will:

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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers/ tutors to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators designated safeguarding lead and pupil premium lead.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 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. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

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

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Mrs Cathryn Halton, Vice Principal for inclusion. At every review, the policy will be approved by the full governing body.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		

C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		

G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays