Newham Community Learning: Attendance Policy - Students

Approved by: Trust Board

Applies to: All Newham Community Learning students

Last review date: September 2024

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1. Overview of the Policy Management Process

1.1. Document history

Date	Revision	Version number (substantive revisions are allocated a new whole number; minor revisions are designated by the addition of a consecutive decimal point)
Sept 2024	NCL Trust Level Policy drafted and agreed further to August 2024 DfE guidance Approved by the Trust Board for publication	v1.0

1.2. Review

The Attendance Policy for students applies to the whole Trust. It is reviewed by the Executive Team (and/or their delegates) and is then presented to the Trust Board for approval (via a relevant board committee if appropriate).

Where applicable, local annexes to describe additional school-specific arrangements are in place.

It is reviewed in line with the Trust Policy Review Schedule.

2. Newham Community Learning - Attendance Policy for Students

2.1. Introduction and purpose

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)](#).

As a Trust, we prioritise regular attendance and punctual arrival at school. Our Central Team's School Improvement function has a Director of Student Support working at a senior level, with overall responsibility for safeguarding, attendance and behaviour across all our schools. All our schools have a web page which outlines expectations for both attendance and punctuality. The Checklist for these arrangements can be [found in Appendix 2](#).

As part of this approach, at all our schools, we:

- Set high expectations for the attendance and punctuality of all pupils;
- Promote good attendance and highlight the benefits of good attendance;
- Have systems in place to reduce absence, including persistent and severe absence;
- Ensure that every pupil has access to the full-time education to which they are entitled;
- Act early to address patterns of absence; and
- Build strong relationships with families to make sure pupils have the support in place to attend school.
- Promote and support punctuality in attending lessons,

We furthermore recognise the role that good attendance plays in keeping children safe in education.

2.2. 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 Education (Penalty Notices) (England) (Amendment) Regulations 2013

This policy should also be read alongside the following DfE guidance documents

School census guidance

Keeping Children Safe in Education

Mental health issues affecting a pupil's attendance: guidance for schools

School Attendance (Pupil Registration) (England) Regulations 2024

Children Missing Education, 2024

Supporting Pupils with Medical Conditions at School, 2015

Education for children with health needs who cannot attend school, 2023

Suspensions and Exclusions, 2024

Alternative Provision, 2013

2.3. Roles and responsibilities

2.3.1. The Trust Board

The Trust Board, which also relies on the more detailed work undertaken by its Standards and Community Committee, is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure that there are processes in place across the Trust to ensure that school leaders fulfil expectations and statutory duties, including:
  - Making sure that all schools record attendance accurately in the register, and share the required information with the DfE and local authority;
  - Making sure that all schools work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the Trust's policies and ethos
- Reviewing, at Trust level, key attendance metrics as presented by senior executives within the Trust's leadership team

2.3.2. The local governing body

- Making sure that 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
- Ensuring that benchmarks, both in Newham, nationally and against other NCL schools, are interrogated
- 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 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
- Holding the Headteacher to account for the implementation of this policy

2.3.3. Trust Executive Leadership

The Trust's School Improvement Team, accountable to the Director or Education, is responsible for ensuring that Trust level expectations around safeguarding of pupils, behaviour and attendance are met at all schools. The Team works with each school to ensure that Trust level expectations for Attendance are met by:

- 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
- Working with school leaders to develop a comprehensive action plan to improve attendance
- Sharing effective practice on attendance management and improvement across all schools within Newham Community Learning
- Working with school leaders to ensure that CPD and training planning includes a focus on supporting good attendance.

2.3.4. The Headteacher

The Headteacher at each of our schools is responsible for:

- The implementation of this Trust policy at the school including relevant local arrangements, which support its core approaches.
- Monitoring school-level absence data, discussing it with with Central Team members, and reporting it to local governing bodies
- Issuing fixed-penalty notices, where necessary, and/or authorising a designated senior leader to be able to do so
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Ensuring the school works with the parents 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, in discussion with the Central Team where appropriate
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

2.3.5. 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 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

Designated senior leaders responsible for attendance are identified on each of our school websites.

2.3.6. The Attendance Officer

The school attendance 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 Headteacher when to issue fixed-penalty notices

A table of our Designated Attendance Leads and Attendance Officers, together with their contact details, are provided in Appendix 3 of this document.

2.3.7 School Pastoral Teams

Pastoral Teams: Pastoral Managers, Heads of Year and Phase Leaders are responsible for
- Daily and weekly tracking of attendance supported by Class/Form Teachers
- Following-up absence and attendance concerns with pupils and parents
- Working with Attendance Officer and Designated Attendance Lead to identify next steps for pupils with attendance concerns including referrals to external agencies
- Providing support and intervention for pupils with poor attendance and those returning from long absence
- Celebrating attendance success and improvement

Class / Form Teachers: are responsible for
- Recording attendance for both morning and afternoon sessions on a daily basis
- Using the correct Attendance Codes (see Appendix 1)
- Submitting this information to their school office

2.3.8. School office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Manage messages regarding pupil absence.

2.3.9. 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
- Call the school to report their child's absence before on the day of the absence, and advise when they are expected to return, as per the arrangements communicated on the attendance pages of all our school websites
- 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
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the school.

2.3.10. Pupils

At all our primary schools

- Attend school every day, on time as per the arrangements communicated on our primary school websites

At all our secondary schools

- Attend every timetabled session, on time as per the arrangements communicated on our secondary school websites

- Local arrangements for arrival, break and departure times are published on our school websites.

2.4. Recording attendance

2.4.1. Attendance register

Across all our schools, we will keep an electronic attendance register, and place all pupils onto this register.

Schools 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.

Schools 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.

2.4.2. Removing pupils from the school register

A pupil's name can only lawfully be deleted from the admission register if a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 applies

DfE Guidance is now more prescriptive about when pupils should and should not be removed from admissions registers.

It states schools cannot "retrospectively" delete a pupil's name from the admission register or attendance register.

Where pupils have been located but not returned to class, a "joint decision" is needed between schools and LAs, and they can only be removed from a register if there are "no reasonable grounds" to believe the child will return, even with support or enforcement.

2.4.3. Unplanned absence

Arrangements regarding notification of unplanned absence are provided on our school websites.

Schools will mark absence due to physical or mental illness as authorised, unless they have a genuine concern about the authenticity of the illness.

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

If our schools are not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified that future absence will not be authorised without evidence.

2.4.4. Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment. Details regarding parental requests for such absences are provided on our school websites.

However, we encourage parents 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 must also apply for other types of term-time absence as far in advance as possible of the requested absence. Term-time absences that we are able to authorise are addressed in subsequent sections of this policy.

2.4.5. 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 - Unauthorised 'U' code
- In exceptional circumstances a Late code can be used after the register has closed when making a reasonable adjustment for a time-limited period - recorded in an Attendance Plan

All our schools provide detailed arrangements regarding punctuality on their websites.

2.4.6. 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 is not able to make contact they will follow safeguarding policy to ensure students are safe.
- 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 relevant personnel
- 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 successful or not engaged with, schools may consider appropriate sanction steps

- **Children Missing Education:** If the absence remains unexplained after 3 days of unexplained absence schools should follow the [LBN CME process](#), beginning with a home-visit and completing the LBN CME Report.

2.4.7. Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels [e.g. termly reports]. At our secondary schools, students and parents are presented with their attendance data when logging on to school systems.

2.5. Authorised and unauthorised absence

2.5.1. Approval for term-time absence

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

The Headteacher can 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
- Leave of absence will <u>not</u> be granted for a pupil to take part in protest activity during school hours.
- Exceptional circumstances
  - 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.

Arrangements for requesting such leave are provided in our school websites

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
- *A temporary, time-limited part-time timetable*
    - A part-time timetable should:
    - Have the agreement of both the school and the parent the pupil normally lives with.
    - Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
    - Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
    - Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process.
    - In some limited cases, a pupil with a long-term health condition may require a part-time timetable for a prolonged period.

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

2.5.2. Sanctions

To tackle poor attendance, our schools will all make use of a range of potential sanctions – including, but not limited to, those listed below. NCL School's procedures must align with the steps

outlined by the [LBN Attendance Targeted Support Service](#), in accordance with the level of SLA that they have taken

These decisions will be made on an case-by-case basis.
Unauthorised absence which occurred before August 1st, should be pursued using the previous 2023/24 guidance.

Penalty notices

The Headteacher (or someone authorised by them), 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, our schools 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

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).

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.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, our schools 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

An outline of the steps each school may take in response to persistent and severe absence is presented on their website

2.6. Strategies for promoting attendance

All our schools have a range of strategies in place to promote and celebrate good attendance. These strategies are shared with students and parents

2.7. Supporting pupils who are absent or returning to school

2.7.1. Pupils absent due to mental or physical ill health or SEND

It is important that we are particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods.However, these pupils are still expected to attend school regularly, and this may help to resolve underlying issue

All our schools will inform
- the local authority of the name and address of sick pupils who have or will miss 15 consecutive or cumulative days due to condition which make them unable to attend school.
- a pupil's social worker and/or youth offending team worker on the day of absence when there is an unexplained absence from school
- The local authority of pupils with education, health and care (EHC) plans whose attendance falls, or where there are barriers to attendance related to the pupil's needs

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

Where pupils have lengthy periods of absence from school it is essential that they are purposefully supported to return successfully and to reduce the risk of further absence

To support students who are absent or returning from absence, all our schools 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
- Work closely with colleagues at all Trust schools to share best practice and to provide alternative channels of support
- Implement sanctions, where necessary

An outline of the steps and strategies each school take to support students experiencing significant absence is presented on each school's website

2.8. Attendance monitoring

2.8.1. Monitoring attendance

All Newham Community Learning schools 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.

This work is supported by the Trust Data Analyst, working with the Central Team's School Improvement personnel.

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.

Our schools ensure that their attendance data is benchmarked appropriately in order to identify areas for improvement. This work is supported by the Trust Data Analyst.

2.8.2. Analysing attendance

All our schools will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- 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

2.8.3. Using data to improve attendance

All our schools 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 also below)

- Provide regular attendance reports, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with colleagues at all other Trust schools, 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

2.8.4. 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 Trust's strategy for improving attendance.

2.9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, or biennially. All revisions will be submitted to the Standards and Community Committee of the Trust Board, and onwards to the Board for approval.

2.10. Links with other policies

This policy links to the following policies:

- NCL Safeguarding Policy
- NCL Behaviour Principles
- NCL school local behaviour policies

2.11. Appendix 1: Attendance Codes 2024/25

Attending the school
Statistically present

Code / \	Present at the school / = morning session \ = afternoon session
Code L	Late arrival before the register is closed

Attending a place other than the school
If in attendance statistically present

Code K	Attending education provision arranged by the local authority
Code V	Attending an educational visit or trip
Code P	Participating in a sporting activity
Code W	Attending work experience
Code B	Attending any other approved **supervised** educational activity
Code D	Dual registered at another school

Absent - leave of absence
Statistically not present

Code C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
Code M	Leave of absence for the purpose of attending a medical or dental appointment
Code J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
Code S	Leave of absence for the purpose of studying for a public examination
Code X	Non-compulsory school age pupil not required to attend school
Code C2	Leave of absence for a compulsory school age pupil subject to a part- time timetable
Code C	Leave of absence for exceptional circumstance

Absent - other authorised reasons
Statistically not present

Code T	Parent travelling for occupational purposes
Code R	Religious observance
Code I	Illness (not medical or dental appointment)

Code E	Suspended or permanently excluded and no alternative provision made

Absent - unable to attend school because of unavoidable cause

Statistically not present

Code Q	Unable to attend the school because of a lack of access arrangements
Code Y1	Unable to attend due to transport normally provided not being available
Code Y2	Unable to attend due to widespread disruption to travel
Code Y3	Unable to attend due to part of the school premises being closed
Code Y4	Unable to attend due to the whole school site being unexpectedly closed
Code Y5	Unable to attend as pupil is in criminal justice detention
Code Y6	Unable to attend in accordance with public health guidance or law
Code Y7	Unable to attend because of any other unavoidable cause

Absent - unauthorised absence

Statistically not present

Code G	Holiday not granted by the school
Code N	Reason for absence not yet established
Code O	Absent in other or unknown circumstances
Code U	Arrived in school after registration closed

Administrative codes

Not collected

Code Z	Prospective pupil not on admission register
Code #	Planned whole school closure

2.12. Appendix 2: Checklist for local arrangements in our schools to support this policy

These arrangements should be accessible to parents via the school website.

- ☐ Named Designated Senior Leader(s) responsible for attendance
- ☐ Named Attendance Officer and contact details
- ☐ Arrival, registration, break and departure times
- ☐ Calendar of school holidays and INSET days
- ☐ Statement to set high expectations for the attendance and punctuality of all pupils;
  - ☐ Highlighting the benefits of good attendance
- ☐ Expectations and process for parents reporting an UNPLANNED Absence to the school [eg illness]
  - ☐ Including when supporting evidence might be require
- ☐ Expectations and process for parents reporting a SHORT Planned Absence to the school [eg medical appointment]
  - ☐ Including when supporting evidence might be required
- ☐ Expectations and process for parents reporting a LONGER Planned Absence to the school [eg term-time holiday]
  - ☐ Including when supporting evidence might be required
- ☐ Outline of the steps taken to support students when physical and/or mental ill health lead to prolonged absence or poor punctuality
- ☐ Outline of the steps that may be taken when students are persistently absent or late, which could include, where appropriate, issuing fines

2.13. Appendix 3: Table of NCL Designated Attendance Leads and Attendance Officers

School	Role	Name	Email
Eastlea	Designated Lead:	Matthew Copping	matthew.copping@eastlea.ncltrust.net
	Attendance Officer:	Rebecca Gooby	rebecca.gooby@eastlea.ncltrust.net
Lister	Designated Lead:	Hasip Mahir	hasip.mahir@lister.ncltrust.net
	Attendance Officer:	Anaam Mirza	anaam.mirza@lister.ncltrust.net
Portway	Designated Lead:	Scott Chudley	scott.chudley@portway.ncltrust.net
	Attendance Officer:	Kaylee Harris	kaylee.harris@portway.ncltrust.net
Rokeby	Designated Lead:	Jeff Lastiotis	jeff.lastiotis@rokeby.ncltrust.net
	Attendance Officer	Bela Patel	bela.patel@rokeby.ncltrust.net
Sarah Bonnell	Designated Lead:	Becks Clark	rebecca.clark@sarahbonnell.ncltrust.net
	Attendance Officer:	Paulette Green	paulette.green@sarahbonnell.ncltrust.net
Selwyn	Designated Lead:	Mark Shuker	mark.shuker@selwyn.ncltrust.net
	Attendance Officer:	Aneesa Sirkhot	aneesa.sirkhot@selwyn.ncltrust.net