Policy:	**ATTENDANCE (SECONDARY)**				
Date of Issue:	**3 JANUARY 2023**		**Date of Review:**	**3 JANUARY 2024**	
Signed:	**Headteacher:**			**Chair of LGB:**	
Attendance Team:	**Assistant Head (SLT Lead)**	**Attendance & Admission Officer**	**Family Support Worker**	**Heads of Key Stage**	
Attendance is everybody's responsibility. Class teachers, teaching assistants and any other member of the school community (including governors), will be happy to support and advise on school attendance. For any specific enquiries, attendance@millbayacademy.org **01752 221 927**					

United Nations Convention for the Rights of the Child (UNCRC)

Introduction

What is Attendance?

As a school we recognise the clear connection between regular attendance and achievement and will, therefore, work in partnership with parents/carers, the school's governing body and the Local Authority to ensure that pupils achieve maximum possible attendance, raise standards and promote punctuality of all pupils. School attendance is the amount of time your child/ren attends Millbay Academy. Pupils need to attend school in order to benefit from their education. Every pupil has access to full-time education to which they are entitled and for parents to perform their legal duty by ensuring their child/ren attend. This includes child/ren being punctual (arriving on time), as well as in attendance. In order for children to access and flourish from the full curriculum, they need to be in full-time, on-time attendance.

By law, every child between the ages 5-16 must receive a suitable full-time education. (Section 9, Education Act (1996). Parents are responsible for making sure their child attends school every day. Setting a good example of attendance at an early age will help your child later in life.

Being on time is as vital. Arriving late at school can be disruptive for your child, their teacher, and the other pupils in class.

We prioritise positive attendance for its access to education and recognise absence as **lost learning,** which requires positive action to retrieve.

Aims and Intentions relating to this policy

- We believe that attending school, on time, is key to enabling children to make the most of the opportunities we offer to prepare them for their future.
- Every pupil should be able to learn in an enjoyable and safe environment and be protected from harm. Attending school regularly promotes the wellbeing, welfare and safety of children whilst they are not in the care of their parents/carers.
- To listen, understand, empathise, and support – but not tolerate non-attendance.
- We will work in partnership with our families to identify the reasons for any poor attendance, supporting them in addressing any barriers to attendance for their child.
- Promoting good attendance is a matter for the whole school community. This policy sets out our expectations and our approach and is in line with the Department for Education's guidance (May 2022) 'Working together to improve school attendance.'
- Maintain high levels of attendance and minimise persistent attendance (below 90%)
- Create a culture in which good attendance is expected as the norm
- To maintain effective communication regarding attendance between home and school
- Demonstrate that good attendance and punctuality is valued by the school
- This policy will be applied consistently and fairly. In applying this policy, we will take into account the needs of individual pupils.

- This policy is supported by other school policies and procedures e.g., admissions, safeguarding and child protection, anti-bullying, behaviour and all-inclusive practice within school.

Attendance Targets/Attendance Registers

- To keep whole school attendance in line with national and/or regional averages for schools within similar contexts, with planned aspiration for improvement.
- *The rules governing the maintenance of registers, including removal from roll, are contained in the Education (Pupil Registration) (England) Regulations 2006. Attendance registers are legal documents that may be required as evidence in Court cases.*

Expectations

It is our responsibility, as parents/ carers and school, to establish and maintain a culture that promotes good attendance which is supported by consistently applied systems. Our dedicated senior leader with overall responsibility for attendance is **Matthew Bisco - Assistant Headteacher**, our Family Support Worker for attendance is **Nev Stanton,** and it is all staff, children and parents/ carers responsibility to champion attendance. Parents/ carers must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have, by regular attendance at school.

Commitment to Managing Attendance

Millbay Academy Will:

- We commit to having open, honest communication regarding attendance with parents.
- We will strive to build positive working relationships rooted in kindness, honesty and support where appropriate challenge may be required.
- We commit to always working in partnership with parents to maintain the highest expectations of your child's attendance and ensuring that they attend school and are punctual to lessons in order for them to access their full educational entitlement.
- We commit to supporting parents with attendance
- We commit to sharing what good attendance looks like and discuss with you any misconceptions or misunderstandings you may have in order to work together for your child/ren to attend school in order to provide them with the best chances of achieving well.
- We commit to having unwavering dedication to ensuring your child/ren are in school and on time. This involves rewarding children for excellent attendance and tackling poor attendance as appropriate. We will do so by communicating attendance with not only families, but with children

too, encouraging their success in school and paying attention to achieving our school targets for attendance.

- We commit to ensuring we meet the UN Conventions of the Rights of a Child for education and in order to do so, establish strong attendance routines.

- We commit to teaching about the importance of attendance and relating this to children's future aspirations, building independence and resilience.

- We will work with the local authority's Education Welfare Service (IAWS) and other appropriate external parties in order to ensure attendance concerns are addressed.

- We commit to work in line with current legislation and contemporary guidance in order to maintain positive attendance.

- We commit to dealing with attendance on a case-by-case basis, and will engage in dialogue with families to understand individual needs.

- Report attendance to parents regularly (e.g. via student planners) and termly via school reports.

We expect all our parents to:

- Maintain effective routines at home to support good attendance
- Contact the school if their child is absent to let us know the reason for the absence and the expected date of return.
- Avoid unnecessary absences. For example, non-emergency medical/ dental appointments should take place outside of school hours.
- Inform us of any change in circumstances that may impact on their child's attendance.
- Support us by becoming involved in their child's education, acknowledging the value of education and the importance of children receiving the same messages from home and school
- Work with us to address any barriers to attendance for their child including attending all meetings requested to discuss attendance issues.
- Follow Millbay Academy's guidance for parents as described in Table of Responsibilities for Attendance (below) and (Summary table of responsibilities for school attendance (publishing.service.gov.uk)
- Supporting school in delivering this consistently well so each and every child receives a full and rounded education for the maximum time available to them.

- Check your child's attendance weekly and sign their planner, adding messages where appropriate.

- Respect the professional advice given by the school and work collaboratively with staff to address issues of lost learning.

Daily Routines

Attendance and punctuality

- At Millbay Academy, our staff meet and greet our pupils at the school gate/ school office and playground, upon arrival. This begins at 8:30 each day, with Breakfast Club from 7:45
- Attendance registers are taken at the start of each morning session of each school day (AM Roll Call) and once during each afternoon session (PM Roll Call).
- Our school day begins at 8:40am. The morning register will open and be taken at 8:40am. Any pupil arriving after 8:40 am is required to report to the main school office to sign in and provide a reason for lateness. This will be recorded on Arbor
- If children arrive between the times of 9:00am and 9:30am, they will be marked as late (L)
- If a child arrives after 9:30 am, they will be coded as an unauthorised absence due to extreme lateness (U)

- Our afternoon session begins at 12:45pm with a register taken at this time.
- Our normal school day ends at 15:20

What is Absence? Lost Learning.

Absence is lost learning. School absence is the time your child/ren spend away from Millbay Academy when they are scheduled to attend. Missing out on lessons leaves children vulnerable to falling behind and children with poor attendance tend to achieve less in both primary and secondary school. Whilst we understand that sometimes absences are necessary, the vast majority of absences can be planned outside of the school day as there are 170 non-school days per year.

Authorised Absence

Authorised absence means that the school has either given approval in advance for your child to be away from school, or has accepted an explanation offered afterwards as justification for the absence. An authorised absence is still classed as an absence from school as the child is/was not in attendance. Authorised absences include medical appointments where medical evidence has been submitted. There are 170 non-school days per year, therefore we always strongly encourage parents to make appointments out of school hours. On your child's Arbor profile, an authorised absence will be marked as Illness (I) or Medical (M).

Unauthorised Absence

Unauthorised absence is where a school has not received or is not satisfied with the reasons given for the absence. Examples of unauthorised absences include: holiday not authorised by the school or in excess of the period determined by the headteacher; reason for absence not yet provided; absent from school without authorisation or arrived in school after registration closed. An unauthorised absence is an absence from school as the child was not in attendance. On your child's Arbor profile, an unauthorised absence will generally be marked as (0) unless other details are provided.

Lateness

If a student is absent for morning registration, unless a message explaining the absence has been received, the parent / carer will receive notification from the Academy.

If a student is persistently late or absent, the Tutor/Pastoral Team may place them on report and/or write to the parents/carers to invite them into an Attendance planning meeting.

Students who regularly arrive late, either to the Academy or to a lesson, may be required to make up the time after the lesson or after the Academy day, subject to parents being given notice via email.

When a student is persistently late or absent without good reason and the Academy interventions to effect improvement have been unsuccessful, the matter will be referred to the Inclusion, Attendance & Welfare Service) (IAWS). Reporting to Parents in line with other attendance concerns will continue.

Requests for Holidays in Term Time

The headteacher will not grant a holiday in term time. There are 170 non-school days per year and therefore all holidays should be booked during this time. Legislation does not give any entitlement to parents to take their child on holiday during term time. If you take your child out of school during term time you could be fined.

Exceptional Circumstances

In exceptional circumstances, the headteacher may warrant a short period of leave where an application had been made in advance in writing and the headteacher is satisfied that there are exceptional circumstances based on the individual facts and circumstances of the case which warrant the leave. A leave of absence is granted entirely at the headteacher's discretion. Any exceptional circumstances granted will still be recorded as a school absence, even if authorised.

Advance 'Requests for Absence' forms can be collected from the main reception and will require enough notice for the headteacher to review the request prior to the planned absence.

Unexplained Absences

Where continued or repeated absences remain unexplained over time, this will be raised through our Protective Team meetings and referrals to Education Welfare will be made. Continued and/or unexplained absences are a safeguarding concern and may be reported to Children's Social Care.

Radicalisation, Exploitation and Female Genital Mutilation (FGM)

Parents may wish to take their child abroad and out of school for a variety of reasons and we as a school can only allow this for a very small amount of circumstances. If parents take their children abroad, it can raise concerns about radicalisation, exploitation and female genital mutilation (FGM). As professionals whose job it is to make sure children are safe, we have to review every request. As such we have to notify Children's Social Care of any concerns who then speak to parents to make sure that the absence from school to go abroad is in the best interests of the child.

Religious Observance

Children may take 1 day for religious observance. This must fall on a day exclusively set aside for the religious observance by the religious body to which the parent belongs.

Impact of Absence

Impact of Absence on Lost Learning

Descriptor	Threshold %	Days Attendance	Whole Days Absence	Learning Hours Lost
Excellent	**100%**	**190 days**	**0**	**0**
	99%	**188 days**	**2**	**10**
Good	**98%**	**186 days**	**4**	**20**
	97%	**184 days**	**6**	**30**
	96%	**182.5 days**	**7.5**	**37.5**
	95%	**180.5 days**	**9.5**	**47.5**
Concern	**94%**	**179 days**	**11**	**55**
	93%	**177 days**	**13**	**65**
	92%	**175 days**	**15**	**75**
	91%	**173 days**	**17**	**85**
Unsatisfactory	**90%**	**171 days**	**19**	**95**
	89%	**169 days**	**21**	**105**
	88%	**167 days**	**23**	**115**
	87%	**165 days**	**25**	**125**
Serious Cause for Concern	**86%**	**163 days**	**27**	**135**

Critical	**85%**	**161.5 days**	**28.5**	**142.5**
	84%	**159.5 days**	**30.5**	**152.5**
	83%	**158 days**	**32**	**160**
	82%	**156 days**	**34**	**170**
	81%	**154 days**	**36**	**180**
	80%	**152 days**	**38**	**190**

Just Think: 80% attendance is the equivalent of attending school for only 4 out of 5 days EVERY week for the year**.**

Impact of Lateness on Lost Learning

Minutes late per day	= days of lost learning each year
5	3.2
10	6.5
15	9.5
20	12.5
30	19

Reporting Absence

1. If a child is absent from school, parents should contact our main reception by 9:00 am on the first day of absence and each day after, providing a reason for the absence and the expected date of return. Any evidence eg: medical letters may also be provided. The office staff may request that you call each consecutive day with an update on your child's attendance and well-being or you may still receive a call/ visit from school even if you have contacted school to report the absence.

2. If the absence continues unexpectedly beyond the above given date, parents should contact main reception, each day of absence after this date, to identify the reason for absence and the expected date of return.

3. Where absence is recorded as unexplained, a reason for the absence must be provided by the parent/carer, by no later than 5 school days after the session.

4. If a child is absent, and we have had no contact from the parent to provide a reason for the absence, we will follow the actions outlined in the table below.

How we Address Lowering or Low Attendance to Secure Good Attendance

As a school, we want to work closely with parents to help and support all pupils to stay in the 'green zone'. You may be invited into school for a meeting if your child's attendance falls into the amber or red category. (Please see the table below).

Graduated Response to Attendance Concerns

Attendance	Actions
100%-96%	Reason for absence recorded on Arbor First day phone call regarding attendance from admin team if reason is not provided or if parent has not already notified the school. If call to school has been made, inclusion/ admin team may call for more information. If unable to contact parent, school will try other emergency contacts. If school is unable to make contact (e.g. the contact details provided are not up to date), the inclusion team may conduct a home visit.

	Where there are safeguarding concerns, school will always conduct a home visit and contact children's social care.
95.9% - 95.0%	First day phone call regarding attendance from admin team if child is absent, if parent has not already notified the school. If call to school has been made, inclusion/ admin team may call for more information. If unable to contact parent, school will try other emergency contacts. If school is unable to make contact (e.g. the contact details provided are not up to date), the inclusion team may conduct a home visit. Where there are safeguarding concerns, school will conduct a home visit and contact children's social care. Parents may be required to provide medical evidence for all absences. Voluntary Support Offered 95.9%-95.0% Helping parents to access services of their own accord and/or a voluntary whole family plan to tackle any barriers to attendance. More frequent calls from inclusion teams and face to face/ virtual meetings to provide more tailored support or signpost services if needed/ requested.
94.9% -90.0%	As above, plus (but not limited to): Where there is a pattern of decline or regular non-attendance, a phone call meeting is arranged with inclusion/pastoral team/Head of Key Stage to offer early intervention support to improve attendance. Early Support/ Intervention Offered 94.9%-90% (e.g. meetings with tutor; attendance report…) Referral to weekly inclusion team meeting, discussing appropriate additional/ further support and early intervention. This may include a follow up phone call meeting with the inclusion team regarding decision/ early support.
Below 90%	As above, plus (but not limited to): A home visit may be conducted by the inclusion team. Home visits may be conducted thereafter, even if absence is explained/ authorised. Referral to the Education Welfare Officer (EWO), which may include (but not limited to) Targeted intervention for attendance. A formal parenting agreed contract agreed by the pupil, parent, school and/or local authority Statutory action if thresholds are met Issue of Penalty Warning or Penalty Notice If issues persist, referral for legal action, which may lead to appearing in court (see below - *Penalty Notices*)

Managing Attendance

We will regularly inform parents about their child's attendance, highlighting any amount of time missed and the impact on learning. This range includes:

• Parents/Carers receive a postal letter, when their child drops below a set percentage (see table below)

• Parents/Carers receive weekly data outlining their child's class attendance in their student planner

• Parents/Carers receive termly reports from their child's teacher, including an attendance report. Parents can also attend an annual teacher meeting which includes information about attendance.

• Parents/Carers are invited to meetings with the inclusion team regarding their child's attendance when absence and lost learning becomes a concern.

Tiered letters for absence %

Level 1 Letter	Attendance drops below 95%

Level 2 Letter	Attendance remains below 95% - 90%
Level 3 Letter	Attendance continues to decline warning at risk of Persistent Absence level or at Persistent Absence level (below 90%) and potential referral to EWO
Level 4 Letter	Attendance below 90% and declining remaining at Persistent Absence level referral to EWO if thresholds are met

Our 'Early Help' Approach to Attendance Management

Our approach to attendance management is based on the principles of prevention, early intervention and targeted support. At all stages we aim to work in partnership with parents/ carers to address any barriers to attendance and/ or punctuality together. Where support is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. Examples of prevention, early intervention and targeted support are outlined below.

Prevention	Early intervention	Targeted Support	Statutory Action
Discussion with parents and pupils Discussion with the Virtual School where the child is looked after and/ or has a social worker Working with attendance professionals, internal and/ or external to the school Family learning Reward systems Inclusion resources Additional learning support Behaviour support Personal, social and health education Learning mentors Pupil Voice Activities Friendship groups	Trauma-informed approaches Early help referral options Reintegration support packages Anxiety-based school avoidance resources Parenting contracts	Attendance panels Referrals to support agencies Time limited part-time timetables Referrals to support agencies	We will work with the local authority to use the full range of legal interventions available to us to protect our pupils' right to an education. These are: Parenting contracts Education supervision orders Attendance prosecution Parenting orders Fixed penalty notices

Decisions on which interventions are to take will be made on a case-by-case basis after considering the individual circumstances of the family. However, the decisions will be guided heavily by the graduated approach for attendance, contextual and education needs of the child and all decisions will be made in line with attendance legislation and school policies.

At any stage, Millbay Academy invites parents to raise concerns and work together with attendance leaders in order to improve and maintain positive school attendance.

Fixed Penalty Notices:

Fixed penalty notices will be served on parents as an alternative to prosecution where parents have failed to ensure that their child regularly attends the school. Fixed penalty notices will be used where the pupil's absence has not been authorised by the school and the absence constitutes an offence.

Fixed penalty notices can be issued to each parent liable for the attendance offence/s, which should usually be the parent or parents with day-to-day responsibility for the pupil's attendance. We will only use a fixed penalty notice, in line with the Education (Penalty Notices) (England) Regulations 2007, where it is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

Fixed penalty notices can 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 fixed period or permanent exclusion. The parents must have been notified by the school at the time of the exclusion the days that the child must not be present in a public place.

Millbay Academy will follow Plymouth City Council's Penalty Notice Protocol: A Penalty Notice may be issued when a pupil has 10 or more sessions (5 days) of unauthorised absence in a given period.

• Penalty Notices are an early intervention tool, to be used for emerging patterns of non-attendance.

• Where the unauthorised absence is generated by an unauthorised holiday/leave of absence in term time, the Penalty Notice is issued from the Local Authority.

• In other cases of unauthorised absence, a formal warning is issued by the Local Authority advising that any further unauthorised absence, within a specific period of 15 school days, will lead to the issuing of a Penalty Notice.

• Penalty Notices are issued at £120 per parent per child, reduced to £60 if paid within 21 days. After 21 days and up to 28 days the fine is £120 per parent per child.

• The Local Authority is responsible for issuing the Penalty Notices to parents and is responsible for monitoring the collection of any payments.

• Where a Penalty Notice is not paid the parent(s) have not discharged their liability for the offence of unauthorised absence, so the case will automatically proceed to the Magistrates Court unless strong grounds can be proved otherwise.

Prevention, Intervention and Support:

We will regularly analyse attendance data, using an in-depth attendance tracker, to identify pupils who have consistently high attendance, those who have shown improvements in their attendance and to identify pupils who may be vulnerable. We will also analyse specific groups, classes, year groups to inform our strategy in promoting good attendance. This information is used by the inclusion team within school and anonymously by Reach South Trust Inclusion Team. Our approach to attendance management is based on prevention, early intervention and targeted support. We will regularly analyse attendance data to identify pupils who are at risk of poor attendance, have poor attendance; changes in attendance; are identified as being either persistently absence or severely absent.

- If we have concerns about a pupil's attendance and/ or their punctuality, then we will work in partnership with parents to support improvements. This may involve a meeting in school to support the family in identifying, and addressing, the barriers to attending school and/ or attending school on time.
- We recognise that poor attendance can be an indication of difficulties and trauma in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance, for example,

bereavement, divorce/separation, incidents of domestic abuse. This will help us to identify any additional support that may be needed. It is expected that the child and their family work collaboratively with school, to identify the most appropriate support for the child.

- We recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, migrant and refugee pupils and looked after children. We will hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable to discuss attendance at, and engagement with, school.
- Working with parents, we will identify pupils who need support from wider partners and will make the necessary referrals as quickly as possible. With parental consent, this may include exploring Early Help support, or through discussion within a team around the school meeting.
- We will support pupils back into school following a lengthy or unavoidable period of absence to build confidence and bridge gaps.
- If we have any concerns about the welfare and wellbeing of a pupil then, in line with our safeguarding responsibilities, we will make any necessary referrals.
- If we have been unable to contact the family, and have not seen the pupil, then we will inform the Local Authority so that joint enquiries can be made to establish the whereabouts of the child through Children Missing in Education procedures.

How We Reward Attendance:

• **Half- Termly Attendance Message to Parents and Attendance Certificates-** children who are in school 96% and above receive a half-termly message home to parents and an attendance reward certificate

• **Half-Termly 100% Attendance Celebration**- Each half-term, children with 100% receive a certificate and entry into a prize draw e.g.: vouchers, chocolate.

• **Termly 'Pizza Banquet'** - the tutor group with the highest number of points achieved in each term are provided with a formal lunch together and their achievements celebrated. Points are awarded weekly for Most Improved over last 7 days (KS3 and KS4), Highest overall attendance over last 7 days (KS3 and KS4)

• **Annual Prize Draw**- The 100% attendance entry ticket is entered into a prize draw for an annual reward e.g.: trip at the end of term, high value prize.

How We Calculate Attendance:

Attendance for a set date period is calculated using the school's Arbor attendance system in conjunction with the school's inventory sign-in/ sign-out system. Attendance is calculated from the start of the school day to the end of the school day. During this period of time, children will receive x 2 attendance marks: one for the morning session (AM Roll Call) and one for the afternoon session (PM Roll Call).

A 'session' equates to one of AM or PM. Therefore a day = 2 sessions.

For 100% attendance, children need to receive all attendance marks and to have remained in school during and between these sessions e.g.: they cannot leave for an appointment after the morning mark and arrive back before the afternoon mark. This is still considered an absence. School attendance is the amount of time your child/ren attends their school setting. School absence is the time your child/ren spend away from school setting when they are scheduled to attend.

Summary of Responsibilities for Parents and Schools

This table summarises the attendance responsibilities for parents and schools to support in maintaining high levels of school attendance.

All Pupils	
Parents are expected to:	**Schools are expected to:**
Ensure their child attends every day the school is open, except when a statutory reason applies. This includes transport, ensuring their child gets to and from school safely and on time. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Have a dedicated senior leader with overall responsibility for championing and improving attendance. **Assistant Headteacher - Matthew Bisco**
Pupils at risk of becoming persistently absent 94.9%-90%	
Parents are expected to:	**Schools are expected to:**
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support. Ensure regular communications with school staff (e.g. Tutor, Head of Key Stage)	Proactively use data to identify pupils at risk of poor attendance. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.
Persistently Absent Pupils 90%- Below	
Parents are expected to:	**Schools are expected to:**
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continued support as for pupils at risk of becoming persistently absent and where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through statutory children's social care. Work with other schools in the local area, such as

Severely Absent Pupils 50%-below	
Parents are expected to:	**Schools are expected to:**
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continued support as for persistently absent pupils and agree a joint approach for all severely absent pupils with the local authority.
Support for pupils with medical conditions or SEND with poor attendance	
Parents are expected to:	**Schools are expected to:**
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.
Support for pupils with a social worker	
Parents are expected to:	**Schools are expected to:**
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.

Appendices

Appendix A – Further Guidance/Responsibilities

Leadership & Management	● Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by all staff, pupils and families.
	● Make sure all staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
	● Expect good attendance and punctuality from all members of the school community and make sure that all pupils understand its importance.
	● Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower all staff to take responsibility for attendance.

	● Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. ● Have a designated attendance champion (**Assistant Headteacher - Matthew Bisco)** in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. ● Make sure staff receive professional development and support to deploy attendance systems effectively. ● Governors should have an accurate view of school attendance and engage in escalation procedures where appropriate. ● Creatively use the Pupil Premium Grant and any other fund to support groups of pupils at risk of persistent absence ● Safeguarding concerns should be raised and recorded in line with internal processes.

Head Teacher/Principal	The Head/Principal is responsible for:
	
	▪ the implementation of the policy.
	▪ all staff knowing and understanding their responsibilities for attendance. To implement the correct training for all staff
	▪ agreeing whether an absence should be authorised. The power to authorise an absence rest with the Headteacher or delegated person within the school, and not with parents or the local authority – **see Appendix B for circumstances under which an absence will be authorised;**
	▪ working actively to maximise attendance rates, both in relation to individual pupils and the pupil body as a whole.
	▪ having clear policies in place to address persistent absence.
	▪ ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
	▪ Implementing a system for all parents to report a child's absence.
	▪ reporting to the Governing Body the attendance figures and progress to achieving the set targets.
	▪ reminding all parents of their commitment to this policy.
	▪ Building respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.
	▪ Communicating openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
	▪ Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
	▪ Modelling respectful relationships and appropriate communication for all staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
	    ● Treat all pupils with dignity
	    ● building relationships rooted in mutual respect and observe proper boundaries
	    ● take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
	    ● handle confidential information sensitively

	▪ understanding the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity ▪ delivering clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events ▪ using physical presence to reinforce routines and expectations on arrival and departure ▪ regularly communicating expectations for attendance and punctuality and school performance through your regular channels of communication with staff, pupils and parents ▪ establishing and monitoring implementation of rewards for attendance and punctuality and sanctions for absence and lateness ▪ monitoring implementation of policy and practice, for example through - form time drop in - shadow late gate - planner checks ▪ engaging community businesses, partners, and residents to promote attendance and report non-attendance ▪ monitoring whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions ▪ establishing, implementing, and monitoring robust arrangements to identify, report and support children missing education (CME) ▪ developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND) ▪ engaging all pupils in consultation on attendance policy, practice, rewards and sanctions ▪ Ensuring that parents fully understand the demands and responsibilities of elective home education - Safeguarding concerns should be raised and recorded in line with internal processes.
Teaching Staff	Teachers are responsible for: ▪ setting an example of punctuality and good attendance. ▪ implementing the policy; ▪ ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date; ▪ monitoring class and individual attendance patterns; ▪ informing the school office of any concerns; ▪ emphasising with children the importance of punctuality and good attendance. ▪ reminding parents of their commitment to this policy. ▪ Building respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school. ▪ Communicating openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them. ▪ Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable. ▪ Modelling respectful relationships and appropriate communication for all staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:

- treat pupils with dignity
- build relationships rooted in mutual respect and observe proper boundaries
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
- handle confidential information sensitively
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity
- communicate effectively with all families regarding pupils' attendance and well-being

We will:

• rehearse and reinforce attendance and punctuality expectations continually
• emphasise the importance of attendance and its impact on attainment
• promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom
• promote rewards and celebrate progress but continue to outline sanctions
• apply rewards and sanctions consistently
• follow up on absence and lateness with pupils to identify barriers and reasons for absence
• contact parents and carers regarding absence and punctuality
• review form or tutor group attendance weekly to share data, identify issues, intervene early and help set targets
• periodically review practice and consistency both across and between departments
• proactively promote attendance practice as part of staff induction
• consider the individual needs and vulnerabilities of pupils

Pupils at risk of persistent absence

We will:
• welcome pupils back following an absence and provide good catch-up support to build confidence and bridge gaps. This could include:
- lesson resources
- buddy support
- one to one input

• meet with pupils to discuss absence, patterns, barriers and problems
• establish action plans to remove barriers, provide additional support and set targets. This could include:
- • lunchtime arrangements
- • support with uniform, transport, wake up routines or emotional wellbeing
- • lead daily or weekly check-ins to review progress and the impact of support
- • making regular contact with families to discuss progress
• consider what support for re-engagement might be needed, including for vulnerable groups

Pupils who are persistently absent

We will aim to:

	• prepare supporting resources to ensure pupils can access learning when they return • develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support) • contribute to action plans which attendance staff draw together where appropriate • provide tailored praise and encouragement when pupils attend and arrive on time Safeguarding concerns should be raised and recorded in line with internal processes.
Parents	• Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school. • Parents whose children are registered at a school are responsible for ensuring that their children attend and stay at school. **Parents are also responsible for:** ▪ ensuring that their children are punctual and know the importance of good attendance. ▪ instilling in their children an appreciation of the importance of attending school regularly. ▪ impressing upon their children the need to observe the school's code of conduct. ▪ informing the school on the first day of absence, by 8.30 am at the latest. ▪ providing the school with an explanation for the absence on the day of absence. ▪ informing the school of any changes to their contact details. ▪ Providing full emergency contact details and expect them to be used if no contact can be made during absences ▪ taking an active interest in their children's school career, praising and encouraging good work and behaviour and attending parent's evenings and other relevant meetings. ▪ working in partnership with the school to resolve issues which may lead to non-attendance. ▪ avoiding arranging medical/dental appointments during school hours. ▪ not booking holidays during term-time. ▪ treating staff with respect ▪ actively supporting the work of the school ▪ calling on staff for help when they need it, including Designated Safeguarding Leads where serious concerns for their child are felt. ▪ communicating as early as possible circumstances which may affect absence or require support ▪ Proactively engage with support offered ▪ Attend all meetings as required ● If parents have safeguarding concerns for their child relating to attendance, they can contact Plymouth Gateway on 0172 668 000.
Pupils	We expect that all pupils will: ● Attend school every day for the entire duration of the academic year unless there are good reasons for their absence, or an evidenced need (e.g. supporting letter from a doctor or CAMHS nurse) for a short term adapted timetable designed to reintegrate the pupil full-time, to be in place; ● Arrive at school on time;

	● Be appropriately prepared for the day; and ● Bring to the attention of their Form Tutor any issues that may affect their school attendance (e.g. worries, bullying, difficulties with learning…)
Attendance Lead (SLT) with School Attendance Officer	The School Attendance Champion/School Attendance Officer is responsible for: ▪ implementing the policy with the Head; School attendance, safeguarding and pastoral support policies should clearly outline: ● the key principles ● rules pupils need to follow ● routines ● consequence systems ▪ Sharing good practice and incentivising staff ▪ Training staff in processes and sharing case studies ▪ Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families. ▪ Robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as: ● children who have a social worker including looked-after children ● young carers ● children who are eligible for free school meals ● children who speak English as a second language ● children who have special educational needs and disabilities ▪ Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of all pupils and to implement attendance procedures ▪ Compiling attendance data for the Head, the Governing Body and the Education Welfare Officer ▪ Ensuring registers are distributed to the teaching staff and are kept up to date; ▪ Consultations with the Education Welfare Officer. ▪ Regular triage with Designated Safeguarding Lead to monitor patterns or students of concern, particularly those involved or on a pathway with Social Care. ▪ Contacting parents if they have not reported their child's absence by 9.30 am. ▪ Sending a letter if no contact is made and ensuring processes are in place to address attendance concerns at the earliest opportunity ▪ Arranging meetings with parents to ensure clear channels of communication are in place and offer support/interventions where necessary. ▪ Ensure all meetings/communications are clearly recorded and shared with families ▪ Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly. ▪ The escalation of procedures to address absence needs to be: ● understood by pupils, parents and carers ● implemented consistently ● reviewed regularly ● Ensuring that the Local Authority is notified of any pupil who fails to attend school regularly via an EWS General Reporting Form (CME and Exit) 2021 ● Safeguarding concerns should be raised and recorded in line with internal processes.

| Attendance Officers, Pastoral Staff & Family Support Advisors | **We will:**

▪ Ensure accurate coding of registers
▪ engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves
▪ provide appropriate support and challenge to establish good registration practice
▪ carry out robust first day calling procedures including priority routine for vulnerable children including children with a social worker
▪ undertake home visits in line with your policy to engage families and ensure children are safe
▪ identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies
▪ implement punctuality routines such as late gate or sign in procedures
▪ implement children missing education (CME) procedures when appropriate – see below
▪ ensure that parents fully understand the demands and responsibilities of elective home education (EHE) – see below
▪ where pupils have additional vulnerabilities, which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible

Pupils at risk of persistent absence

We will:

▪ provide regular attendance reports to tutors to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes
▪ initiate and oversee the administration of absence procedures. This could include:
   ● letters home
   ● attendance panels

▪ engagement with local authorities and other external agencies and partners ▪ work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood
▪ consider with family a personal support plan for attendance
▪ consideration if further interventions are required in line with the statutory guidance on parental responsibility measures
▪ provide regular reports to SLT/ Exec on the at-risk cohort
▪ provide regular reports/caseloads to Education Welfare Service etc to raise awareness of emerging at-risk pupils

Pupils who are persistently absent

We will:

▪ develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines with SMART targets that are shared
▪ identify tailored intervention which meets the needs of the pupil, for example:
   ● mentoring
   ● Integration plans building on positives
   ● careers advice and guidance input
   ● college placement
   ● out of hours learning |

	● alternative provision where appropriate ▪ lead daily or weekly check-ins to review progress and impact of support ▪ make regular contact with families to discuss progress ▪ consider with family the use of a personal support plan for attendance ▪ hold regular meetings or reviews of caseload with the Education Welfare Service, external partners and alternative providers to check on welfare and review progress ▪ liaise with school leaders (designated safeguarding, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments ▪ coordinate and contribute to multi-agency meetings to review progress and agree on actions ▪ work in partnership with Education Welfare Service and other agencies to ensure the appropriate use of statutory parental responsibility measures ▪ provide regular reports to leaders on the impact of action plans and interventions ▪ create and actively engage with parenting contracts
Intervention	▪ Deliver intervention in a targeted way, in response to data or intelligence. ▪ Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking). ▪ Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. ▪ Consider cases where social care referrals may be appropriate. ▪ Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. ▪ Commission or deliver interventions to improve attendance. ▪ Monitor the impact of any intervention, adjusting if necessary and using findings to inform future strategy. ▪ Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention. ▪ Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met ▪ Work with other schools in the local area such as schools previously attended and the schools of any siblings to support joint working ▪ Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future ▪ Attend any training events/Network meeting with the Local Authority and local schools to share effective practice where there are common barriers to attendance ▪ make timely referrals ▪ Ensure that all plans are written up and shared with the family making clear decisions, actions, targets and review date ▪ create and actively engage with parenting contracts
Parental Responsibility Measures	The Local Authority Education Welfare Service offers a traded service to ALL schools to provide specialised attendance support and administer the parental responsibility measures for attendance which include: ● Parenting Contracts ● Fixed Penalty Notices ● Education Supervision Orders ● Fast Track intervention ● Prosecution ● Application for Parenting Orders as an auxiliary Order In addition to this the Education Welfare Service provides: ▪ Case work and addressing barriers to education

	▪ Exclusion information & guidance including attendance at a GDC and supplementary Local Authority Statement ▪ Complete an annual register audit and submit a written report to the school ▪ Provide training, surgeries, and network meeting opportunities to share good practice ▪ Supporting the school with Persistent Absence reduction ▪ Helping the school become Ofsted ready ▪ Establishing effective home-school links ▪ Through regular consultations, supporting early recognition and intervention of attendance concerns ▪ Representation of schools in a range of multi-agency forums ▪ Coordination of enforced attendance ▪ Training and advice to school staff ▪ Advice and Guidance on attendance matters Thresholds for referrals to the Education Welfare Service under traded service are through regular consultation with the school and where: ● The pupil is persistently absent (under 90%) ● Most absences are unauthorised ● The school can evidence that early intervention has been completed with the family and absences continue to cause concern Where support is not successful, not engaged with or not appropriate, legal intervention remains an important part of local authorities' powers to protect every child's right to a full-time education.
Encouraging Good Attendance	The school encourages good attendance by: • Using clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Makes sure these systems are inclusive and appropriate for all pupils. • publicising good attendance during assemblies, newsletters and the termly report to the Local Governing Body. • Offering other school incentives to celebrate good/improving attendance including prize draws and stationery gifts etc.
Leaving the school site during the school day	● Pupils are not allowed to leave the premises without prior permission from the school. ● Parents/carers should arrange medical, dental and other appointments outside of school time unless it is an emergency. Parents/carers are requested to confirm in writing the reason for any planned absence, the time of leaving and the expected return time. ● Pupils must be signed out at Reception/Front Desk on leaving the school and signed back in on their return. ● When a pupil is being collected from school before the end of the school day, parents/carers are requested to report to Reception/Front Desk before the pupil is allowed to leave the site. ● If a pupil leaves the school site without permission their parents/carers will be contacted. Should the school be unable to make contact with the family it may be appropriate, in certain circumstances, to contact the Police and register the pupil as a missing person or contact Social Services. ● If Pupils need to leave due to sickness (or another concern), they must be collected in person due to the vulnerability of their condition.

| Pupils at risk of Persistent Absence (Under 90%) | Persistent absence occurs when a child's attendance falls below 90%. Absenteeism at this level will considerably damage a pupil's educational prospects and the school will work alongside parents/carers to tackle this issue by:

• establishing robust escalation procedures which are initiated before absence becomes a problem, for example by:
    ● sending letters to parents and carers
    ● having a weekly tutor review
    ● creating attendance clinics/panels
    ● Use of Personal Support Plans and Attendance Improvement plans
    ● Setting realistic targets
    ● Using SMART targets/actions for all involved
    ● engaging with local authority attendance teams and/or independent attendance organisations
    ● using fixed penalty notices
    ● engaging with children's social care staff, including Virtual School Heads and social workers where appropriate
    ● establishing a range of evidence-based interventions to address barriers to attendance

monitoring the implementation and quality of escalation procedures (and intervention), for example:
    ● having a review and clinic/panel drop in
    ● sampling of case files
    ● evaluating the impact of escalation procedures and seeking robust evidence of the escalation procedures that work and that reflect the school context best o attending or leading on attendance reviews and panels/clinics in line with escalation procedures
    ● engaging governors in attendance panels to reinforce messages and outline relevance in terms of training and employment. |
| Pupils who are Persistently Absent (Under 90%) | **You may want to:**

▪ establish clear and effective service level agreements with external partners to support pupils with persistent absence, including:
    ▪ local authority Education Welfare Service or independent attendance organisations
    ▪ alternative providers
    ▪ youth services
    ▪ school nursing and mental health professionals
    ▪ children's social care staff where appropriate
▪ establish good relationships with a network of voluntary organisations and charities to support vulnerable pupils including those with persistent absence, for example:
    ▪ mental health charities
    ▪ mentoring organisations
    ▪ young carers association
    ▪ engage in or lead on attendance reviews and clinics in line with escalation procedures
Where a pupil has missed 10 school days then the school will:
    ● Carry out a home visit
    ● Apply strategies to improve attendance
    ● Apply safeguarding strategies
    ● Focus on the views of parent and pupil
    ● Make Child Missing Education referral to notify the LA |

	● Ensure lead professional is assigned Where a pupil has missed 20 school days then the school will: ● Update and resubmit the Child Missing Education referral to notify the LA ● Continue communication with parent/pupil ● Ensure plans are in place to improve attendance Where a pupil has missed 20 school days the LA will: ● Register the pupil as Child Missing Education ● Liaise with the school regarding progress offering support and guidance ● Provide Case work where traded service is in place ● Carry out safeguarding duties
Absence	• Holidays during term time – changes to legislation which came into force in September 2013 made clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. If there are exceptional circumstances behind your request, you should discuss these with the Headteacher. • Religious Observance – a maximum of 1 day's absence is allowed for recognised religious observance and only where the observance is recognised by the religious body • Medical, Dental or Hospital Appointments – please ensure these appointments take place out of school time in order not to disrupt your child's education. • Absence due to bereavement will be assessed on an individual basis but likely to be a maximum of 3 days absence
Changing Schools	It is important that if parents/carers decide to send their child to a different school that they inform Millbay Academy in writing as soon as possible. A pupil will not be removed from our school roll until the following information has been received and investigated: ● The date the pupil will be leaving the school and starting the next; ● The address of the new school; and ● A new home address if appropriate is supplied. The pupil's school records will then be sent to the new school. If the school has not been informed of the above information, the family will be referred to the Education Welfare Service and after four weeks the pupil will be registered on the S2S website as a Pupil Missing Education.
Fixed Penalty Notices (FPNs)	The school refers cases that meet the local authority PN code of conduct in relation to unauthorised absence. You must get permission from the Head Teacher if you want to take your child out of school during term time. You can only do this if: ● You make an application to the Head Teacher in advance ● There are exceptional circumstances The Department of Education issued to schools that as of September 2013 holidays in term time should only be authorised if there are "**exceptional**" circumstances. The school Head Teacher will determine whether the circumstances are exceptional or not. Please note that there is no automatic right to take a holiday in term time. The Head Teacher will decide how many days your child can be away from school if leave is granted.

	Should you feel that you have "exceptional" reasons for applying, please contact your child's school at the earliest opportunity and use the appropriate school form. Whilst the cost of a holiday might be an issue it is not considered to be sufficient to be an exceptional reason. Please be aware that unauthorised holiday absence of 5 days or more can now result in the issuing of a Penalty Notice which carries a fine of £60 or if not paid after 21 days, then the fine is doubled to £120 and court prosecution if unpaid after 28 days. Penalty Notices are served per parent, per child.
Part-Time Timetables	• Local authorities and the Trust have published guidance for all schools, on the use of part-time timetables for pupils of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday) • All schools are required to return information on children who are on part-time tables every term. • Part time timetables are not routinely used at Millbay Academy. It is Millbay Academy Policy to only use a part-time timetable as a last resort and where all other avenues have been exhausted.
Elective Home Education	All children have the right of fair access to a suitable and effective full-time education, however there is no legal requirement for this to take place in a school setting. Families are permitted to provide an education for their children at home if they choose to do so, rather than sending them to school full-time (Section 7 of the Education Act 1996). This is referred to as Elective Home Education (EHE). The school will not actively encourage parents to Electively Home Educate. If the school receives information that a parent is considering Elective Home Education, then they must inform the Local Authority and arrange a meeting with the parent, school and Local Authority representative to ensure the parent is fully informed. If a parent submits written application to remove a pupil from the school roll the school must notify the Local Authority at the point at which the regulation for removal has been met. The Local Authority will then follow their policies and procedures in relation to Elective Home Education. Where a pupil has an EHCP then the pupil can only be removed from roll with the Local Authority authorisation and therefore an emergency annual review should be called by the school to address placement.
Monitoring	We believe that this policy will be effective only if it is consistently monitored across the whole school whereby attendance is everyone's responsibility.

Appendix B - ATTENDANCE CODES, DESCRIPTIONS AND MEANINGS

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present

\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
E	Excluded (no alternative provision made)	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
D	Dual registration (i.e. pupil attending other establishment)	Not counted in possible attendances
X	Untimetabled sessions for non-compulsory school-age pupils	Not counted in possible attendances
Y	Enforced and partial enforced closure	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to pupils	Not counted in possible attendances

Present
Authorised absence

| Unauthorised absence |
| Approved Education Activity (Present) |
| Not counted in possible attendances |

KEY

Appendix C - Absences will be authorised if:

• The pupil is absent with leave as agreed by the Headteacher.

• The pupil is ill and has not been asked to provide proof of absence.

• The absence occurs on a day exclusively set aside for religious observance by the religious body to which the pupil's parent belongs.

• The pupil is the child of Traveller parents who are known to be travelling for occupational purposes and have agreed this with the school but it is not known whether the pupil is attending alternative provision.

• There is a close family bereavement (maximum of 3 days)

• Leave of absence has been applied for in advance and has been granted because of exceptional circumstances relating to the application (parents cannot expect, as of right, that the school will grant leave of absence).

• Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 © for which a child performance licence has been issued. HCC will not issue a child performance licence where absence is required without the written permission of the Headteacher.

Only the school can authorise an absence. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it, if the school does not accept the explanation offered as a valid reason for absence. If, after further investigation doubt remains about the explanation offered – or when no explanation is forthcoming at all – the absence will be treated as unauthorised and the parent informed.

Appendix D - Grounds for deleting a pupil from the school admission register

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended

1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and — (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the

	proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.
13	8(1)(m) - that he has been permanently excluded from the school.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

Further sources of information:

Relevant legislation

The Education (Pupil Registration) (England) Regulations 2006

The Education (Pupil Registration) (England) (Amendment) Regulations 2010

The Education (Pupil Registration) (England) (Amendment) Regulations 2011

The Education (Pupil Registration) (England) (Amendment) Regulations 2013

The Education (Pupil Registration) (England) (Amendment) Regulations 2016

The Education Act 2002

The Education (School Day and School Year) (England) Regulations 1999

The Changing of School Session Times (England) (Revocation) Regulations 2011

The Education and Inspections Act 2006

Other DfE guidance

Parental responsibility measures for school attendance and behaviour

Children missing education

Keeping children safe in education

Working together to improve school attendance - GOV.UK (www.gov.uk)