



Attendance Policy

April 2026

Review Date – July 2026

1. Policy Aims

This policy aims to show our commitment to meeting our obligations with regard to school attendance, including those laid out in the Department for Education’s (DfE’s) statutory guidance on “working together to improve school attendance” through our whole-school culture and ethos that values good attendance, including:

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

In order to maintain our high expectations, we have set our own internal standards for attendance. These are designed to help both with communication:

	Primary	Days Absent	Secondary	Days Absent
Excellent Attendance	100%	None	100%	None
Good Attendance (GA)	99%-99.9%	Up to 2 days	98%-99.9%	Up to 2 days
Regular Attendance (RA)	95-98.9%	Up to 9.5 days	95-97.9%	Up to 9.5 days
At Risk of PA (AR)	90.1-94.9%	Up to 19 days	90.1-94.9%	Up to 19 days
Persistently Absent* (PA)	Below 90%	20 or more days	Below 90%	20 or more days
Major Concern (MC)	50.0 – 90%	Up to 95 days	50.0 – 90%	Up to 95 days
Severely Absent* (SA)	Below 50%	More than 95 days	Below 50%	More than 95 days

*Those in bold are nationally recognised descriptors.

The policy makes reference to the generic term responsible adult and is a collective term for anyone who has direct responsibility for a young person including parents, carers, guardians, those with a special guardian order or a more informal arrangement.

2. Legislation and Guidance

This policy is based on the DfE’s statutory guidance on “working together to improve school attendance”. 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.

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools.

3. Roles and Responsibilities

Attendance is the responsibility of all members of staff and we should all consider the part we have to play in ensuring young people feel safe, heard and have a sense of belonging.

3.1 All Staff

Responsible for:

- Modelling excellent attendance by arriving each and every day in a timely manner.
- Promoting positive attendance through building nurturing relationships.
- Every interaction counting towards a culture of feeling safe, heard and a sense of belonging.
- Attendance, as it could be a safeguarding issue and therefore everyone's responsibility.

3.2 Form Tutors/Teachers

Responsible for:

- Building close and productive relationships with pupils to discuss and tackle attendance issues
- Recording attendance for both morning and afternoon sessions on a daily basis, using the correct allowable codes (Appendix 1)
- Deliver engaging learning and form time activities
- The first step in the school's intervention process (Appendix 2).

3.3 The Attendance Manager and/or Officer

Responsible for:

- Challenging lateness
- Communicating with families around attendance and reasons for absence
- Building positive and productive relationships with responsible adults to discuss and tackle attendance issues
- Liaising with pupils, responsible adults and external agencies, where needed
- Creating intervention or reintegration plans in partnership with pupils and their responsible adults
- Monitoring and analysing attendance data
- 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/or the Headteacher
- Working with external agencies to tackle persistent absence
- Advising appropriate SLT when to issue fixed-penalty notices
- Communicating with external agencies regarding Looked After Children.

3.4 The Strategic Attendance Lead

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
- Monitoring school-level absence data and reporting it to the Headteacher and Governors
- Delivering targeted intervention and support to pupils and families.

3.5 The Headteacher

Responsible for:

- The implementation of this policy
- Monitoring school-level absence data and reporting it to the Governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Makes the referral to NCC to issue a fixed-penalty notice, where necessary, and/or authorising the Attendance Manager/Officer to be able to do so
- Working through appropriate leaders work with the responsible adults 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
- Delegating authority to communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and responsible adults through all available channels.

3.6 The Local Governing Board

The Local Governing Board is responsible for:

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

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Headteacher to account for the implementation of this policy.

3.7 CEO and Executive Team

Responsible for:

- Setting Trust attendance priorities
- Monitoring trends across academies and challenging areas of underperformance with the schools
- Ensuring attendance is embedded within Trust improvement planning
- Monitoring Trust-level attendance data and reporting it to the Trustees.

3.8 The Trust Board

Responsible for:

- Holding executive leaders accountable for attendance performance
- Receiving ½ termly attendance reports.

3.9 Responsible adults

Where this policy refers to a responsible adult, it refers to the adult the school and/or local authority decides is most appropriate to work with. Responsible adults are expected to:

- Make sure their child attends every day on time
- Help their child to understand the importance of being in school
- Encourage their child to attend school if they feel unwell to see how they get on (this is not for sickness and diarrhoea or some other contagious conditions), as they can be supported by the school to be successful.
- Call the school to report their child's absence before 8:30am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- 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.

3.10 Pupils

Pupils are expected to:

- Arrive at school and to all lessons in a timely fashion
- Attend every timetabled session
- For Sixth Form pupils we will only accept a call from responsible adults to report their absence, this must be done before 8:30am on the day of the absence and each subsequent day of absence.

4. The School's Approach to Maintain and Improving Attendance

4.1 Flow chart

Where attendance drops below certain thresholds the school implements a process to immediately address this to ensure attendance improves rapidly. The flow chart for this process can be found in Appendix 2.

5. Recording Attendance

5.1 Attendance

We will keep an electronic attendance register of all pupils in the school. We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance Regulations, whether every pupil is:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

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

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

The school day starts at 8:40am and ends at 3:10pm. Pupils must arrive in school by 8:35am on each school day. The register for the first session will be taken at 8:40am and will be kept open until 9:10am. The register for the second session will be taken at 2:10pm and will be kept open until 2:30pm.

5.2 Unplanned Absence

The pupil's responsible adult must notify the school of the reason for the absence on the first day of an unplanned absence by 8:30am, or as soon as practically possible, by contacting the school.

We will not automatically authorise absence for physical or mental illness and will ask for evidence, where the school has a genuine concern about the authenticity of the illness this may still remain unauthorised.

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

5.3 Planned Absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's responsible adult notifies the school in advance of the appointment with evidence of the appointment. Please use our 'Leave of absence request' form to make these types of requests. The form should be submitted in advance of the leave of absence, via office@disshigh.co.uk.

However, we encourage responsible adults 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 responsible adult must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

5.4 Lateness and Punctuality

Lateness can be a precursor to poor attendance, or a proxy for issues at home.

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

The school will take a robust approach to lateness as well as exploring, with responsible adults, any factors that might be impacting on attendance.

5.5 Following Up Unexplained Absence

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

- Text, call or email the pupil's responsible adult on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's responsible adults, they will use emergency contact details.
- 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
- If the school has not heard from the responsible adult, contact them 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 other external agencies
- Where relevant, report the unexplained absence to the pupil's social worker or youth offending team officer
- Where appropriate, offer support to the pupil and/or their responsible adults to improve attendance
- Identify whether the pupil needs support from external agencies, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: the school will issue a notice to improve, referral for a penalty notice or other legal interventions, as appropriate
- It is important to note that ten U codes (for unauthorised late arrival) over a ten-week rolling period, would meet the threshold for a fix penalty notice.

5.5 Reporting to Responsible adults

The school will regularly inform responsible adults about their child's attendance and absence levels via a half-termly communication.

6. Authorised and Unauthorised Absence

6.1 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 will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the "School Attendance Regulations". These circumstances are:

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

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

We define 'exceptional circumstances' as those that are beyond the control of the family, neither regular nor frequent and the Headteacher deems appropriate to authorise. The Headteacher may ask for evidence of the exceptional circumstances in order to make this judgement.

As a leave of absence will only be granted in exceptional circumstances, it is extremely unlikely a leave of absence will be granted for the purposes of a family holiday, family day out or other recreational reasons (for example, visiting the Norfolk Show). Attending a family funeral would be a, limited, authorised leave of absence (exceptional circumstances) but leave of absence will not be granted for a pupil to take part in protest activity during school hours.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 10 school days before the absence, and in accordance with any leave of absence request form. The form should be submitted in advance of the leave of absence, via office@disshigh.co.uk. The Headteacher may require evidence to support any request for leave of absence.

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

- Illness (physical or mental-health illness) and medical or 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 responsible adult(s) belong(s). If necessary, the school will seek advice from the responsible adult's religious body to confirm whether the day is set apart
- Responsible adult(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

6.2 Sanctions

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

Penalty Notices

The Headteacher (or someone authorised by them), local authority or the police can fine responsible adults for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

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

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

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

A penalty notice may also be issued where responsible adults 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 responsible adults that the pupil must not be present in a public place on that day).

Each responsible adult who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the responsible adult/responsible adults 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 responsible adult must pay £80 within 21 days, or £160 within 28 days.

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

A third penalty notice cannot be issued to the same responsible adult 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, in consultation with the local authority.

Notices to Improve

If the national threshold has been met and support is appropriate, but responsible adults do not engage with offers of support, the school may offer a notice to improve to give responsible adults 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 breaches
- The benefits of regular attendance and the duty of responsible adults 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.

7. Strategies for Promoting Attendance

The School will promote the importance of attendance by having a system of acknowledgement and rewards for good attendance. The rewards used may include:

- Awarding a credit/house point for every full week's attendance (100% for am and pm registrations in a school week)
- Verbal acknowledgement and praise for excellent and improving attendance from class teacher/ form tutor or Pastoral Leader
- E-mail communication with home to praise significant improvement in attendance
- Invitation to a celebration event for all pupils with 100% attendance in the half-term.
- Termly Reward Assemblies to include Attendance Certificates for 100% attendance for the term
- End of Year Assembly will include 100% Attendance Certificates for the year, including being entered into the draw for a prize for all those with 100% attendance for the whole year
- All pupils with 100% attendance for the duration of their time at the school will receive a certificate and a prize at their leavers' celebration assembly

This list is not exhaustive. To keep rewards engaging and motivating, we will introduce seasonal rewards and trial new incentives throughout the year.

8. Supporting Pupils Who Are Absent or Returning to School

8.1 Pupils Absent Due to Mental or Physical Ill Health or Complex Barriers to Attendance

Where attendance is identified as an ongoing or emerging issue, the school will work closely and collaboratively with the pupil, the family and external agencies where appropriate to understand individual circumstances and identify barriers to attendance, then plan together to maximise attendance as it remains a school expectation that a child is best placed at school and attending regularly.

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, exams or variable moods. It is important to note that these pupils are still expected to attend school regularly and maximise attendance.

School will work with responsible adults and pupils to ensure that such circumstances do not act as a barrier to regular attendance by meeting with responsible adults and pupils where an existing or emerging attendance issue is identified. Together they will plan to mitigate as much as possible specific barriers to attendance by considering reasonable adjustments. These adjustments will be discussed and considered on a case-by-case basis and may include adjustments from responsible adults, the pupil and the school. Consideration will also be made of referrals for support both within and outside school. It should always be made clear that the aim of the plan is to maximise attendance.

There is no requirement to routinely ask for medical evidence to support recording an absence as authorised for mental or physical ill health, and lack of medical evidence should not be a barrier to support being put in place. This is because, in general, primary health care professionals such as General Practitioners (GP's) are unlikely to be able to offer such medical evidence to support one-off, short-term absences. However, in instances of long term or repeated absences, seeking medical evidence would be appropriate to assist in assessing whether the pupil requires additional or different support to help them attend school and whether the illness is likely to prevent the child from attending for extended periods. Where a responsible adult seeks out and provides a note, letter or information from the GP, this does not imply a need for absence unless this is explicitly stated in the document. There is further information from the Department for Education where mental health is affecting attendance. This applies for any pupil displaying any social, emotional or mental health issues that is affecting attendance and is not only for pupils who have a diagnosed mental disorder or disability or special educational need.

Where a pupil has a medical condition allergy, the school will try to support them to allow them to access the same education as others. The school has a separate policy (Supporting pupils with medical conditions) that includes details of how and when an Individual Healthcare Plan is drawn up.

The school will alert the Local Authority if a pupil is recorded as “unable to attend because of sickness” (code I) for 15 days in a school year (whether consecutive or cumulative), or it is reasonable to expect the 15 days will be reached.

8.2 Pupils Returning to School After a Lengthy Period of Absence

The school aims to ensure that on returning to school from any absence all pupils are made to feel welcome back into the school community. The most appropriate adult to welcome them back is their Class Teacher/Form Tutor/Pastoral Leader, as they are the consistent adult that they will see in school every day at form time. The Form Tutor should update them on any information that they may have missed because of their absence (for example any upcoming school events).

The pupils timetabled subject teachers are best placed to help them catch up on any significant knowledge, skills or assessments that may have been missed due to absence. The pupil and their family should take responsibility for keeping up to date with their school work and use resources available on the internet to aid this.

For pupils returning to school after a lengthy period of absence, it may be more appropriate for the family and pupil to meet with an appropriate member of staff (e.g. the Headteacher or Pastoral Leader) to support a successful return to school. Either the family or the school can request this meeting to plan for the effective return to school.

8.3 Norfolk County Council Medical Needs Service

The school can make a Medical Needs Service referral for a child who cannot attend school because of health needs where they have been or will be away from school for 15 days or more. Before this referral can be considered, the school should seek advice from Just One Number (0300 300 0123) with consent from responsible adults and contact the GP (via the Joint Medical Protocol), also with consent from responsible adults.

The referral should be made online and only after the checklist of actions prior to referral has been completed (NCC Medical Needs Service). The school will keep responsible adults informed about the outcome of any referral.

9. Attendance Monitoring

9.1 Monitoring Attendance

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

Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases.

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

9.2 Analysing Attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent (90% or less) or severe absence (50% or less)
- Conduct thorough analysis of half-termly and termly data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using Data to Improve Attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to pupils identified with absences that may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to Form Tutors and Pastoral Leader, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)
- Form Tutors will meet and document discussions on the importance of attendance, praise excellent and improving attendance and discuss any barriers with the aim of improving attendance for any tutees whose attendance falls below 95%
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools, 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

9.4 Reducing Persistent and Severe Absence

Persistent absence is where a pupil misses 10% or more of school. Severe absence is missing 50% or more of school. Reducing occasional, persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Provide responsible adults with up-to-date data on their child's attendance via the MCAS (My Child at School) app or via regular communications
- Communicate with responsible adults and pupils each half term on the current level of attendance
- Use attendance data to find patterns and trends of persistent and severe absence
- Aim for a senior leader (e.g. Headteacher, Deputy or Assistant Head or Pastoral Leader) to meet with pupils and their families, document discussions on the importance of attendance and any barriers with the aim of improving attendance for any pupils whose attendance falls below 90% (persistently absent) including, where appropriate, an action plan for improving attendance
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- The nominated senior leader will hold and document regular meetings with the responsible adults 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 with the express aim of improving attendance.

- They will:
 - Discuss attendance and engagement at school including the importance of attendance
 - Listen and try to understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Agree an action plan (or review and update an existing action plan) and interventions
 - Set a review date.

- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanction where necessary.

10. Reviewing Arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every three years. At every review, the policy will be approved by the Local Governing Board.

Appendix 1: Attendance Codes

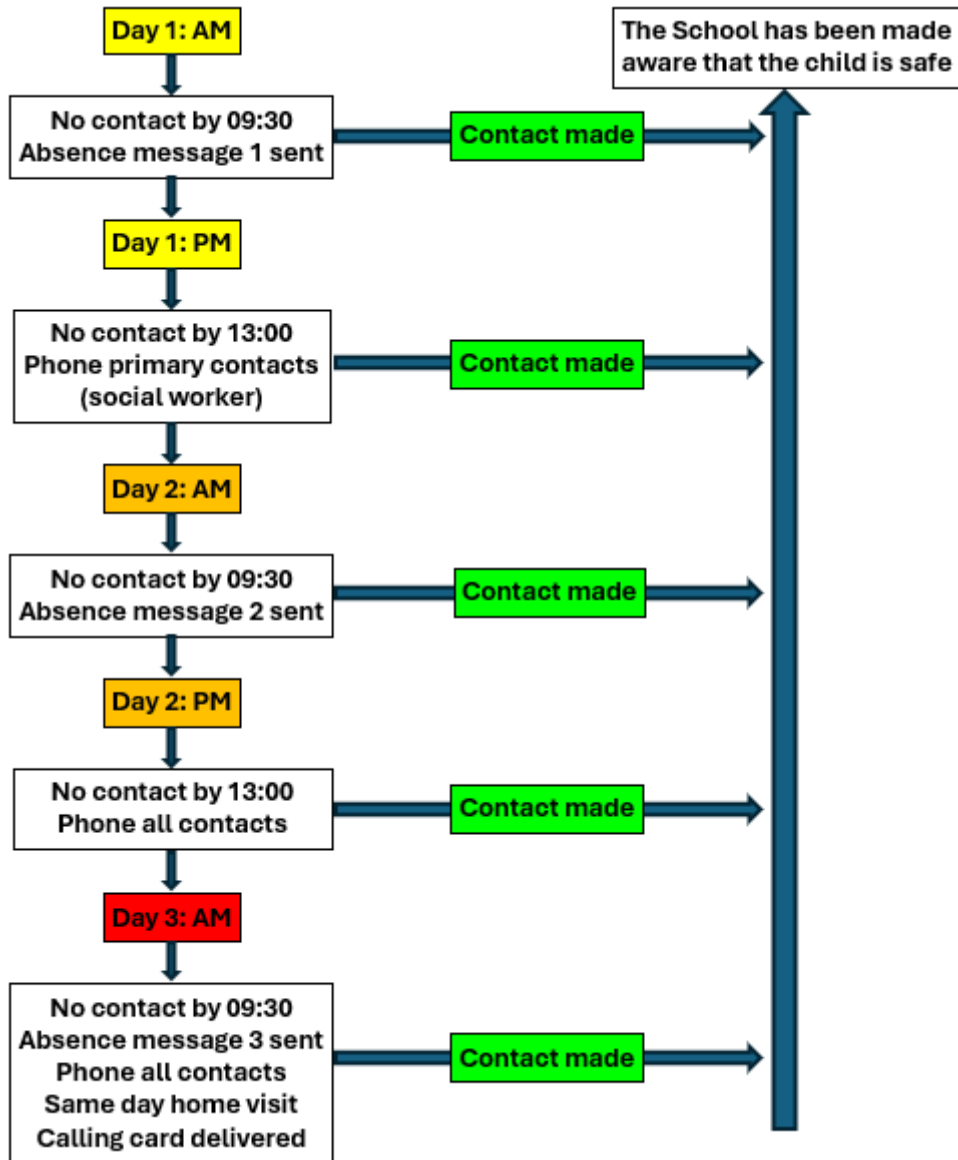
It is important that the correct codes are used to complete our registers to ensure accuracy and consistency. Below is the current attendance codes.

Mark	Type	Description
#	Cancelled	Planned whole or partial school closure - not counted in possible attendances
/	Present	Present at the school when attendance register begins to be taken
?	Missing Mark	Precreation Mark
\	Present	Present (PM)
B	Educational Activity	Attending a place for any other approved educational activity
C0	Authorised Absent	Absent with leave for exceptional circumstances
C1	Authorised Absent	Absent with leave for the purpose of participating in a regulated performance
C2	Authorised Absent	Absent with leave, of compulsory school age and temporary reduced timetable does not require them to attend
D	Cancelled	Attending another school at which they are a registered pupil
E	Authorised Absent	Excluded (no alternative provision made)
G	Unauthorised Absent	Absent without leave for the purpose of a holiday
I	Authorised Absent	Unable to attend because of sickness
J1	Authorised Absent	Absent with leave for the purpose of attending an interview for employment or for admission to another educational institution
K	Educational Activity	Attending a place, other than the school or another school at which they are a registered pupil, for educational provision arranged by LA
L	Present	Absent from the school when attendance register begins to be taken but attends before the taking of the register has ended
M	Authorised Absent	Absent with leave for the purpose of attending a medical or dental appointment
N	Unauthorised Absent	Absent - circumstances not yet established
O	Unauthorised Absent	Absent - other circumstances, not authorised
P	Educational Activity	Attending a place for an approved educational activity that is a sporting activity
Q	Cancelled	Unable to attend because of lack of access arrangements by LA to facilitate their attendance
R	Authorised Absent	Day exclusively set apart for religious observance by the religious body to which the responsible adult belongs

S	Authorised Absent	Absent with leave for the purpose of studying for a public examination
T	Authorised Absent	Mobile child whose responsible adult is travelling in the course of their trade or business and is travelling with that responsible adult
U	Unauthorised Absent	Absent for registration - arrived in school after registration closed
V	Educational Activity	Attending a place for an approved educational activity that is a visit or trip
W	Educational Activity	Attending a place for an approved education activity that is work experience
X	Cancelled	Absent with leave, not of compulsory school age and timetable does not require them to attend
Y1	Cancelled	Unable to attend because school is not within walking distance of pupil's home and transport to and from school normally provided is not available
Y2	Cancelled	Unable to attend due to widespread disruption to travel caused by a local, national, or international emergency
Y3	Cancelled	Part of the school premises is unavoidably out of use and pupil cannot be accommodated in parts of the premises that remain in use
Y4	Cancelled	Whole school closed when school was due to meet for a session, but session has been cancelled
Y5	Cancelled	Unable to attend because pupil is subject to a sentence of detention
Y6	Cancelled	Travel to or attendance at school would be contrary/prohibited by guidance/law relating to incidence or transmission of infection or disease
Y7	Cancelled	Unable to attend because of any other unavoidable cause
Z	Cancelled	Pupil's name entered in advance of start date

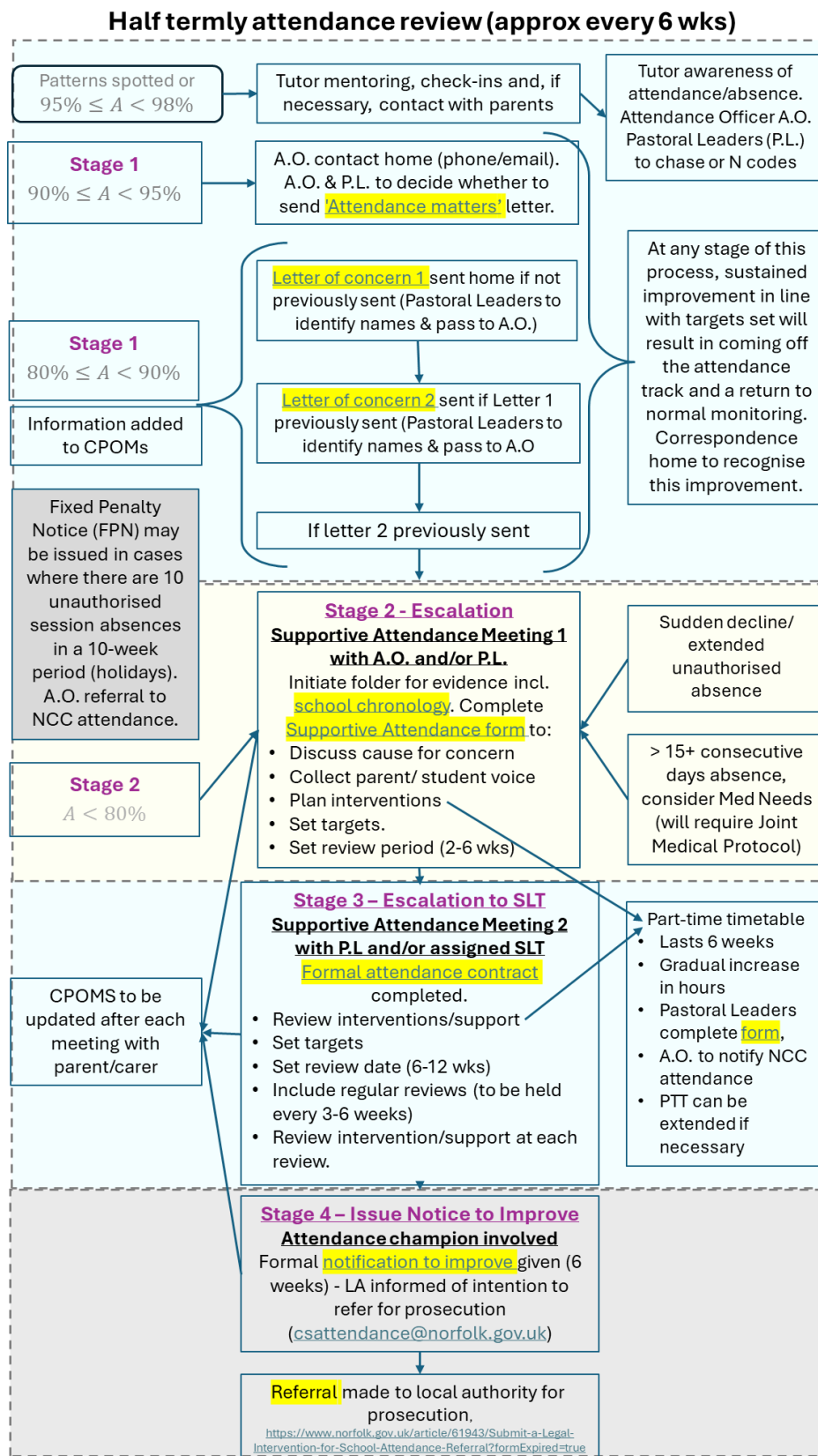
Appendix 2: Our Approach to Non-attendance

When a pupil doesn't arrive at school and there is no explanation for the absence, we follow a, simple yet effective, process outlined below. We follow this process to identify the location of the responsible adults, to inform responsible adults if the young person hasn't arrived at school, but most importantly to safeguard them.



Appendix 3: Intervention Process

When a young person's attendance dips below a certain level it is important that the school take reasonable steps to address this issue rapidly and effectively.



Appendix 4: Fit for School, Guidance for Responsible adults

DO send your children to school if they are feeling unwell with the following:

- Minor cold
- Tiredness
- Cough
- Sniffle
- Headache
- Tummy ache

They will have to get used to dealing with these minor ailments in their life so it's better to help develop their resilience to this now.

If you are unsure then please contact the Attendance Office.

DON'T send your child to school if they are unwell with vomiting or diarrhoea (a suspected contagious illness) or if you suspect that they may have some other infectious disease.

You will have realised by now that often children may wake up feeling a bit tired and groggy but, like us, once they are at school and busy they often start to feel better. We would advise that if you are unsure then send them to school. If they are too unwell to stay, we will contact you to collect them.

If your child has been unwell and is receiving a course of medication, we are happy to supervise your child having this medicine with the correct written permission form filled in. This will allow them to return to school at the earliest opportunity.