



MacIntyre Academies Quest Academy

Attendance Policy

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Appendix 1

Appendix 2

1. Aims

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

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

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Learner Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Learner Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a learner's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 Local Advisory Board

The local advisory board is responsible for:

- Setting high expectations of all school leaders, staff, learners and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific learners, 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 learners who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all learners, but adapts processes and support to learners' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual learners 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 learners' 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 learners, 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 Principal to account for the implementation of this policy

3.2 The Principal

The Principal is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual learners
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the appropriate staff member to be able to do so
- Working with the parents/carers of learners with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for learners

with SEND, including where school transport is regularly being missed, and where learners with SEND face in-school barriers

- Communicating with the local authority when a learner with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the learner's needs
- Communicating the school's high expectations for attendance and punctuality regularly to learners and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a learner's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of learners who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of learners who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

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

The designated senior leader responsible for attendance is the Assistant Principal (Behaviour and Attitudes) and can be contacted via the front office quest.office@macintyreacademies.org

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)

- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Principal
- Working with education welfare officers to tackle persistent absence
- Advising the Principal/Assistant Principal (Behaviour and Attitude) (authorised by the Principal) when to issue fixed-penalty notices

The attendance officer is our Family Footings Lead and can be contacted via Gemma.Batchelor@macintyreacademies.org

3.5 Class teachers/form tutors

Class teachers/form tutors are responsible for supporting family footings record attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office. This is to be done by 09:15am.

3.6 School admin/office staff

School admin/office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system and/or share this with the Family Footings team.
- Transfer calls from parents/carers to the Family Footings team where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9:30am 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 1 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's family footings team, who can be contacted via the front office.

3.8 Learners

Learners are expected to:

- Attend school every day, on time
- Attend every timetabled session, on time

4. Recording attendance

4.1 Attendance register

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

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

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- For learners of compulsory school age whether the absence is authorised or not
- The nature of the activity, where a learner is attending an approved educational activity
- The nature of circumstances, where a learner 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 08:45am and ends at 15:00 (Monday to Thursday) and at 13:30 on a Friday. Learners must arrive in school by 09:00 on each school day.

The register for the first session will be taken at 08:45 and will be kept open until 09:15. The register for the second session will be taken at 13:00 and will be kept open until 13:20.

4.2 Unplanned absence

The learner's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 09:00am, or as soon as practically possible, by calling the school front office, who can be contacted via 01788 593112 and/or quest.office@macintyreacademies.org.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

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

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

4.3 Planned absence

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

Parents should request leaves of absence in writing by completing the 'Student Leave of Absence Request' form (Appendix 2) and returning this to the school office to be processed. This will then be passed on to the Principal, who will determine whether the request can be authorised.

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

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

4.4 Lateness and punctuality

A learner 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

When a learner arrives after the scheduled start time, the number of minutes late is recorded for monitoring. Persistent lateness will be addressed as an attendance concern in line with school procedures.

4.5 Following up unexplained absence

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

- Call the learner's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the learner's emergency contacts, the school may conduct a home visit to check on the learner's welfare.
- 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 learner was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare office.
- Where relevant, report the unexplained absence to the learner's youth offending team officer
- Where appropriate, offer support to the learner and/or their parents to improve attendance

- Identify whether the learner needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, the school may issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.

4.6 Reporting to parents

The school is committed to keeping parent fully informed of their child's attendance and absence patterns, in line with DfE expectations for regular reporting.

Each summer, every family receives an end-of-year report that sets out the learner's overall attendance percentage, the number of authorised and unauthorised sessions, and any emerging trends noted by staff.

Attendance reports will also be shared as part of statutory or scheduled reviews; such as an Education, Health and Care Plan (EHCP) review, Personal Education Plan reviews, and discussed as part of that meeting's documentation.

Where attendance is affecting progress or wellbeing, this will also form part of conversations at parents' evenings.

Where persistent absence is beginning to cause concern, Family Footings Facilitators will contact families, to explore barriers, offer support and work collaboratively to improve attendance.

Parents may also request an up-to-date attendance snapshot at any point by contacting their child's form tutor or the Family Footings team.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

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

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

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

We define 'exceptional circumstances' as a short, time-limited event that is rare, necessary and unavoidable.

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

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The Principal may require evidence to support any request for leave of absence. If a

learner is over compulsory school age (e.g. sixth form), leave can be requested or agreed by the learner or a parent they normally live with.

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

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

Other reasons the school may allow a learner 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 learner is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the learner not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

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

Penalty notices

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

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

Before issuing a penalty notice, 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 learner
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

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

In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve

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

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

They will include:

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

6. Strategies for promoting attendance

Our approach balances quiet recognition, data-led early help and, where necessary, formal attendance contracts. We deliberately avoid public celebrations of attendance, which can be counter-productive for learners who experience anxiety around attendance.

Individualised, low-arousal rewards.

Any celebrations around attendance are individualised and low-arousal, taking the form of verbal praise or via a postcard, certificate or email home. Any certificates are handed to learners privately or placed in home-school diaries rather than presented publicly.

Data-driven early support.

The Family Footings team reviews attendance weekly and flags emerging patterns for the safeguarding meeting, which takes place on a Friday. Where attendance slips, the Family Footings team will contact parents to explore barriers (e.g. transport, medical appointments, anxiety etc.) and look to implement appropriate support.

Stepped letters and attendance action plans.

If attendance remains a concern, the school follows the staged letter process set out in the policy (Letters 1, 2 and 3), with each stage offering a meeting and targeted support before moving on to formal warnings.

Attendance contracts.

When voluntary measures have not improved attendance, parents are invited to sign an attendance contract. This written agreement sets clear expectations (for example, morning routines, medical evidence), details the support the school will provide (such as counselling, part-time timetables etc.) and specifies review dates. The contract is a final supportive step taken before any legal intervention and is reviewed alongside the Local Authority's Attendance Service.

Celebrating progress.

At the end of each term, learners whose attendance exceeds an agreed personal target—often 95 % for those already attending well, or a bespoke target for learners rebuilding attendance—receive a congratulatory email/certificate home.

Communication with parents.

Parents receive regular communication around attendance and can request an update at any time via the by contacting their child's form tutor and/or the Family Footings Team. Where attendance becomes a concern, contact will be made by the Family Footings team, rather than waiting for scheduled reporting timeframes, maintaining the principle that early support will prevent escalation.

Through these layered strategies are committed to promoting attendance in a way that respects the special educational needs of our learners while still working in line with statutory guidelines.

7. Supporting learners who are absent or returning to school

7.1 Learners absent due to complex barriers to attendance

The Family Footings team review attendance every Friday and flag any learner whose attendance is slipping or shows an emerging pattern (for example, anxiety-linked late arrivals or transport issues). Cases are discussed the same week at the safeguarding meeting, where next steps will be agreed. Parents/carers may be contacted for a conversation around attendance, to explore whether the school can offer any further support to improve attendance, such as:

- Allowing a phased or staggered start/finish time;
- Use of a low-arousal workspace or sensory room to reduce overwhelm;
- Adapted curriculum delivery;
- Supporting parents to contact the LA's transport department;
- Referral for early support.

Attendance progress is reviewed monthly to monitor the success of any support implemented.

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

Where ill-health, injury or a change in SEND needs prevents regular attendance, the Family Footings team works with parents and external professionals to agree the least restrictive alternative. Options could include:

- Work being sent home for completion when the child is feeling well enough to access this;
- A temporary reduced timetable tied to attendance targets;
- On-site adjustments to support increased access to school
- Increased access to therapeutic/pastoral support.

These arrangements are reviewed periodically to ascertain whether the support in place is proving to be effective in increasing attendance.

Where the learner has an Education, Health and Care Plan, and the school becomes aware of barriers to attendance that related to the learner's needs, the LA will be made aware so that they can reassess provision .

For prolonged illness or recovery (i.e. from surgery), staff will maintain regular contact and the learner receives a combination of learning packs. This mirrors the approach already outlined in the policy for long-term medical absence.

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

Where a learner is returning to school following a length or unavoidable period of absence, a personalised Reintegration Plan may be implemented to support the learner's return to school. Examples of support as part of this plan could include:

- A structured meet and greet, followed by an emotional check-in with 1:1 support from a trusted adult.
- A graduated timetable (often starting with high-interest or low-demand sessions);
- Increased therapeutic and/or pastoral support;
- On-site adjustments to support increased access to school
- Key adults will continue to check in on the learner each morning until the learner has stabilised, enabling support to be folded into the learner's wider provision.

8. Attendance monitoring

Attendance is reviewed on several rolling cycles so that issues are spotted quickly and patterns are not missed.

- **Daily oversight:** Each morning, the Family Footings team will carry out attendance checks up to the close of the registration period. All late arrivals and any learner whose absence is still unexplained, will be followed up to ascertain the reasons for the absence, following the procedure outlined in section 4.5.
- **Weekly review:** At the end of each week the Family Footings Lead generates a four-week rolling attendance percentage for every learner, alongside updated lists of pupils who are persistently absent (< 90 %), severely absent (< 10 %) or developing punctuality problems. This data is then discussed at the weekly safeguarding meeting,

where next steps are agreed, new cases are escalated and cases that are improving are signed off.

- **Half-termly analysis:** At the end of each half-term, attendance and punctuality data are disaggregated by key demographic groups to check that no group is disproportionately affected by low attendance.
- **Termly strategic review:** At the end of each term the school benchmarks its whole-school, cohort and individual attendance against local, regional and national averages. A narrative report and dashboard go to the Local Advisory Board and the Trust Board, allowing governors to challenge progress, set new targets and monitor the impact of previous actions.
- **Annual evaluation:** When the academic year closes, three-year trend data are compiled. The governing body's standards committee uses this long-view analysis to refine the attendance strategy and feed findings into the School Development Plan and Ofsted evidence base.
- These layered checks—daily, weekly, half-termly, termly and annually—ensure that every learner at risk of disengagement is identified swiftly and offered timely, proportionate support.

8.1 Monitoring attendance

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

Specific learner 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 underlying school-level absence data is published alongside the national statistics.

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

8.2 Analysing attendance

The school will:

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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual learners, groups or cohorts that it has identified via data analysis

- Provide targeted support to the learners it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Produce regular attendance reports to facilitate discussions with learners and families, and to the local advisory board and school leaders (including the special educational needs co-ordinator [SENCo], designated safeguarding leads [DSLs]).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a learner's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific learners, where appropriate

8.4 Reducing persistent and severe absence

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

The school will:

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

School's Staged Approach to the Management of Attendance		
Stage	Trigger	Outcome
1	Attendance falls below the school's attendance target and the learner's attendance is a concern	Letter 1 will be sent to parents/carers Expressing concern about attendance Informing them about their child's attendance figure Reminding parents of their legal responsibilities and the nature of persistent absence Welcoming parents/carers into school to discuss attendance Attendance is monitored for a fixed period of time
2	Parents/carers have received a letter 1 and attendance is still a concern	Letter 2 will be sent to parents/carers Informing parents/carers that attendance is still a concern Informing them about their child's attendance figure Reminding parents of their legal responsibilities and the nature of persistent absence Informing parents/carers that their child's attendance will be monitored for a specific period of time Welcoming parents/carers into school to discuss attendance Attendance is monitored for a fixed period At this point the school will contact WAS
3	Parents/cares have received a letter 2 and attendance is still a concern.	Letter 3 sent from the Principal Informing parents/carers that attendance is still a concern Informing them about their child's attendance figure Reminding parents of their legal responsibilities and the nature of persistent absence Asking parents/cares to provide medical evidence for their child's absence Inviting parents /cares to an attendance meeting on a specific date and time with the purpose of discussing attendance, agreeing an action plan of support, considering whether an outside agency needs to be involved and an internal target set.
Letter of Praise	During a period of monitoring	A letter of praise will be sent out parents/carers.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum this will be reviewed annually by the Assistant Principal with whole school responsibility for Behaviour and Attitudes. At every review, the policy will be approved by the full local advisory board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1

Attendance Codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Learner is present at morning registration
\	Present (pm)	Learner is present at afternoon registration
L	Late arrival	Learner arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Learner is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Learner is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Learner is participating in a supervised sporting activity approved by the school
W	Attending work experience	Learner is on an approved work experience placement
B	Attending any other approved educational activity	Learner is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Learner is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Learner is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Learner is at a medical or dental appointment
J1	Interview	Learner has an interview with a prospective employer/educational establishment
S	Study leave	Learner has been granted leave of absence to study for a public examination

X	Not required to be in school	Learner of non-compulsory school age is not required to attend
C2	Part-time timetable	Learner is not in school due to having a part-time timetable
C	Exceptional circumstances	Learner has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Learner is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Learner is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Learner is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Learner has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Learner is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Learner is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Learner is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Learner is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every learner absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Learner is unable to attend as they are:

		<ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Learner's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Learner is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Learner has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective learner not on admission register	Learner has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2

STUDENT LEAVE OF ABSENCE REQUEST Please return to Reception for processing

Student Name: _____ Class: _____

Date(s) and Times of Requested Absence:

Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Reason for request:					
Parent/Carer Signature:					
Name: _____ Signature: _____ Date: _____					
Principal's Response:					
I agree to leave request: <input type="checkbox"/>					
I do not agree to leave request: <input type="checkbox"/>					
Reason for not agreeing leave request:					
Principal Signature: _____ Date: _____					

*please read guidance below about why your request may/may not be authorised.

Authorised Absence

Absences will be authorised in the following circumstances:

- where the school is satisfied that the child is too ill to attend;
- where the pupil has a medical appointment (**although parents and carers are encouraged to make these out of school hours wherever possible, and to return their child to school immediately afterwards** – or send him/her to school beforehand);
- where there is an unavoidable cause for the absence which is beyond the family's control, e.g. extreme weather conditions;
- the absence occurs on a day exclusively set aside for religious observance by the religious body to which the pupil's parent belongs;
- In other **exceptional circumstances** (e.g. a family bereavement) and **for a very limited period**.

Absences will be **considered** if an advance request has been made because:

- A pupil is involved in an **exceptional** special occasion e.g. family wedding
- In **exceptional** circumstances, where permission has been granted for a family holiday for which the parents or carers have sought permission in advance

Although considered requests for holidays and special occasions during term time will not necessarily be granted, the school will consider a request for up to 5 days per year if:

- The pupil have over **92%** attendance at the time of application
- Has a letter from the GP evidencing the benefits of holidays during term time
- The current local authority guidance suggests that this is acceptable
- The Senior Executive Leader is in agreement

Unauthorised Absence

Except in the circumstances described above (a-e), and where applications are made but rejected, absences will be unauthorised. Some examples of reasons for not authorising absence would be:

- No explanation has been given by the parent or carer.
- The academy is not satisfied with the explanation.
- The pupil is shopping during school hours.
- The pupil is absent for unexceptional reasons, e.g. waiting for the gas man.
- The pupil is absent from school on a family holiday without prior permission."

Parents can be issued with a Fixed Penalty Notice or prosecuted for unauthorised absence including holidays.