



Attendance Policy

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Aims

Break Through will meet its obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every learner has access to full-time education to which they are entitled
- Acting early to address patterns of absence

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

Introduction

Break Through believes that, for our young people to gain the greatest benefit from their education, it is vital that they attend school regularly. Every young person should be at Break Through, on time and every day the school is open unless the reason for the absence is unavoidable. This policy sets out how we will achieve good attendance and timekeeping.

Break Through has a legal duty to publish its absence and timekeeping figures and its Attendance Policy to parents and carers and to promote attendance and timekeeping. The school's attendance and timekeeping data must be available to the referring school and/or referring Local Authority and the Department for Education. Parents and carers have a duty to make sure that the young person attends school regularly and on time and to contact Break Through if the young person is unable to attend. All staff are committed to working with parents and carers and young people to ensure as high a level of attendance as possible. Regular attendance supports and optimises the young person's attainment. It is also a fundamental part of the 'Every Child Matters' agenda, which is to ensure that young people are actively involved in:

- Being Healthy
- Staying Safe
- Enjoying & Achieving
- Making a positive contribution
- Achieving economic well-being

Importance of Regular Attendance

Any absence and/or lateness affects the pattern of a young person's education and regular absence and/or lateness will have a negative impact on their learning. Any absence and/or lateness disrupts learning routines/session plans and so may affect the learning of others within the same group.

Ensuring a young person's regular attendance and timekeeping at Break Through is a parent or carer's legal responsibility and permitting absence and lateness from Break Through, without a good reason, creates an offence in law and may result in prosecution. It is widely known that the link between a young person's attendance and timekeeping and attainment is irrefutable. Therefore, young people who miss large amounts of time at Break Through do not achieve as well as those who attend on time and regularly.

Early poor attendance and timekeeping habits follow through into college, apprenticeships, and employment. Break Through is frequently asked for attendance and lateness records when writing references for young people who are applying for post-16 pathways: sixth form, college, or apprenticeships.

Legislation and Guidance

This policy meets the requirements of the [Working together to improve school attendance \(publishing.service.gov.uk\)](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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](#), [2016](#) amendments)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold.

Promotion of Regular Attendance

Helping to create a pattern of regular attendance and timekeeping is everybody's responsibility – the young person, parents and carers, and all members of Break Through staff.

To help us all focus on this, Break Through hold the following expectations:

- Learners to attend at least 95% of the school days.
- Contact made by parents or carers by telephone each day if their young person is not in school by 9.20 a.m.
- Parents or carers to email school on the day of absence.
- Break Through will monitor attendance on a daily, weekly, and termly basis.
- We will write to parents or carers to address attendance and timekeeping to inform of the young person's attendance and timekeeping percentage (see appendices).
- We will contact parents or carers whose child's attendance is giving cause for concern to invite them in for a meeting or to arrange a home visit.
- We will share a print-out of the young person's attendance and timekeeping if the parents or carers have concerns.
- Break Through will celebrate good or improving attendance by rewarding individuals with half termly certificates for 100% attendance and punctuality (authorised absences will not impact attendance).
- Raffle tickets given to those who attend on time daily and are entered into a half termly draw for a prize.
- Further attendance and punctuality prizes available for the most improved.
- We will promote good attendance and its positive effects in contact and 1:1 time with our learners.
- We work closely with SEND, LACE, and school Education Welfare Officers (EWOs) to promote good attendance and address poor attendance.
- We may conduct joint home visits with EWOs.
- We will support families to work to alleviate barriers to poor attendance and time keeping by differentiated support/consequences.
- Parents or carers contracts to be completed if absences persist.

Parents and carers can help their child to achieve a good attendance rate by:

- No energy drinks, especially after 6.00 p.m.
- Ensuring regular and early bedtimes.
- Helping with homework.
- Having uniform and equipment prepared the night before.
- Providing a healthy breakfast.
- Reporting any academic or social concerns promptly.
- Retaining open and honest communication with the school.
- Being positive about Break Through (even if their own experience at school was less than positive.)
- Letting their young person know they are working with Break Through to ensure good attendance and timekeeping.

Different Types of Absence

Every half-day absence from school must be classified by Break Through (not by the parent or carer), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required and telephone calls should be confirmed in writing.

Authorised absences are mornings and/or afternoons away from Break Through for a good reason such as illness, medical/dental appointments which unavoidably fall during term time, emergencies, or other unavoidable causes.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given. This type of absence can lead to the Local Authority (EWS) using sanctions and/or legal proceedings. This includes:

- Parents/carers keeping learners away from school unnecessarily.
- Truancy before or during the school day.
- Absences which have not been properly explained.
- Learners who arrive at school too late to receive a mark.
- Activities such as shopping, looking after siblings or birthdays.
- Day trips and holidays in term time which have not been agreed.
- Excessive illness without medical evidence.

Any issues with regular attendance are best resolved between Break Through, the parents or carers and the young person. If a young person is reluctant to attend Break Through, the parents or carers should not cover up their absence or give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually makes things worse.

Persistent Absence (PA)

A young person becomes a 'persistent absentee' when they miss 20% or more schooling across the school year, for whatever reason. Absence at this level results in considerable damage to any child's educational prospects and Break Through needs the full support and co-operation of parents or carers to tackle this.

Break Through monitors all absence and lateness thoroughly. Any case that is seen to have reached the PA mark, or is at risk of moving towards that mark, is given priority and the parents/carers/guardians will be informed of this immediately. PA learners are tracked and monitored carefully, and individual differentiated support/consequences put in place.

Procedure for Absence Management

If the young person is absent the parents or carers must:

- Contact the school as soon as possible on the first day of absence.
- Confirm in writing on the next day of attendance to go on file.

If the young person is absent, we will:

- Telephone the parents or carers if we have not heard from them or the young person has not attended by 9.20 a.m.
- Invite the parents or carers to discuss the situation with Break Through's principal if absences persist.
- If we cannot contact the parents or carers by telephone, we will arrange for a letter to be sent.
- Refer the matter to the Education Welfare Officer if attendance moves below 87%.
- Complete a home visit if we have not been informed of absence on second day.

The Educational Welfare Officer (EWO)

Parents or carers are expected to contact Break Through at an early stage and to work with the staff in resolving any attendance and timekeeping problems. This is a highly effective strategy. If difficulties cannot be resolved in this way, Break Through may refer the child to the relevant Education Welfare Officer from the referring school or Local Authority Department through the completion of a Common Assessment Framework (CAF) form. The EWO will also try to resolve the situation by agreement. However, if other ways of trying to improve the young person's attendance have failed and unauthorised absences persist, then the EWO can use sanctions such as Penalty Notices or prosecutions in the Magistrates Court.

Alternatively, parents or carers or young people may wish to contact the Education Welfare Service themselves to ask for help or information. They are independent of Break Through and will give impartial advice. Their telephone number is 0208 921 8510 or you can contact them via email on school-attendance-advisory@royalgreenwich.gov.uk.

Lateness to School

Poor punctuality is unacceptable.

If the young person arrives after 9.20 a.m., they will receive an unauthorised absence mark (U), which will affect their attendance figure. Young people who are persistently late may be asked to stay after school to complete missed work.

The school day starts promptly at **9.00 a.m.**, and we expect the young person to be in session by this time. The young person will receive a late mark if they are not in the Break Through building by that time.

At **9.20 a.m.** the registers will be closed. If a young person arrives after 9.20am, they will receive a mark that shows them to be on site, but this will **not** count as a present mark, and it will mean they have an unauthorised absence. This may mean that the parents/carers/guardians could face the possibility of a Penalty Notice if the problem persists. If the young person has a persistent late record, parents/carers/guardians will be asked to meet with Break Through's principal but, they can approach us at any time if they are having problems getting the young person to Break Through on time for support.

Lateness to Break Through and/or sessions may result in the young person being asked to stay in the building at lunchtime to help them to catch up with work that they have missed.

Frequent lateness will be discussed with parents at open evenings and may be referred to the Education Welfare Officer (EWO). It can provide grounds for prosecution or a Penalty Notice.

Reasons for absence are recorded and retained by the school. When a referral to the Attendance Service is made, the young person's Registration Certificate, copies of all letters sent to parents and minutes of any meetings **MUST** be attached to the completed AS1 referral form with any other relevant information.

Where there is no improvement in a learner's attendance and/or there is at least 10 sessions (5 days) unauthorised absence in a term (Autumn/Spring/Summer), the school will seek guidance from the local authority.

Exceptional Leave

Taking holidays in term time will affect the young person's academic education as much as any other absence and we expect parents/carers/guardians to help by not organising holidays during term time. Any savings made by taking a holiday in term time are offset by the cost to the young person's education.

There is **no** automatic entitlement in law to take time off in school term to go on holiday.

- Exceptional leave is not an entitlement and requests must be made in writing to the principal and will be discussed with the referring school or Local Authority Department. Each individual situation will be considered, and the parents or carers will be notified of the decision.
- Exceptional Leave will always be refused in Year 11.
- Exceptional Leave will always be refused when a young person's attendance is less than 90%.
- Exceptional Leave will always be refused when Break Through is aware of any truancy. Exceptional Leave will always be refused when requests are regular (annual) or when patterns become identifiable.
- Reasons for Exceptional Leave will be logged on the young person's file and shared as part of the transfer/transition process.

The Education Welfare Service can issue Fixed Penalty Notices for any unauthorised absence. Break Through may refer these incidences to the relevant Education Welfare Officer who may issue a Fixed Penalty Notice to the parents or carers and or pursue legal action.

Authorised Absence

Only the principal can authorise absence. Where there is doubt, the principal, on behalf of the Senior Management Team, should take a consistent approach. The absence must be unavoidable. The principal is not obliged to accept a parent's explanation. A letter or telephone message from a parent does not in itself authorise an absence. If absences are not authorised, parents will be notified in writing.

If no explanation is received, absences will not be authorised.

Absence (leave) during term time can only be approved in 'exceptional circumstances. The following reasons are examples of absence that will not be authorised:

- Persistent non-specific illness e.g., poorly/unwell.
- Absence of siblings if one child is ill.
- Oversleeping.
- Inadequate clothing/uniform.
- Confusion over school dates.
- Medical/dental appointments of more than half a day without very good reasons.
- Child's/family birthday.
- Shopping trip.
- Family holidays.

Children Missing Education

No child will be removed from the school roll without consultation between the principal and the Attendance Advisory Service. Where a child is missing education, We will:

- By 09.20 a.m., the administration team will contact the parent or carer or emergency contacts.
- If the young person does not arrive by 10.00 a.m., the administration team will notify the DSL or DDSL and a decision will be made whether to contact the police at that time or wait, based on information known.
- When required the DSL or DDSL will contact the police to report the young person missing and inform the parent or carer of action taken.

Local Authority guidance will be followed.

Specific Safeguarding Issues that can Impact Young People's Attendance Missing Learners

Children Missing from Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Are at risk of forced marriage or FGM.
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.
- Cease to attend school.
- Come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child Criminal Exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and alcohol.

- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education.
- Not taking part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CSE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend.
- Suffering from sexually transmitted infections or becoming pregnant.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies will be aware of contact details and referral routes to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage).

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a learner is at risk of FGM.

Indicators that FGM has already occurred include:

- A learner confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/learner already being known to social services in relation to other safeguarding issues.
- A girl:
 - Having difficulty walking, sitting, or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously).
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating.
 - Having frequent urinary, menstrual or stomach problems.
 - Avoiding physical exercise or missing PE.
 - Being repeatedly absent from school or absent for a prolonged period.
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
 - Being reluctant to undergo any medical examinations.
 - Asking for help, but not being explicit about the problem.
 - Talking about pain or discomfort between her legs.

Potential signs that a learner may be at risk of FGM include:

- The girl's family has a history of practicing FGM (this is the biggest risk factor to consider).
- FGM being known to be practiced in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM.
 - Having a limited level of integration within UK society.
 - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”.
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period.
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
 - Being unexpectedly absent from school.
 - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

The above indicators and risk factors are not intended to be exhaustive.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e., we may only have one chance to speak to the potential victim and only one chance to save them. If a member of staff suspects that a learner is being forced into marriage, they will speak to the learner about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the learner about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmufco.gov.uk.
- Refer the learner to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Preventing Radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people.
 - Causes serious damage to property.
 - Seriously interferes or disrupts an electronic system.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our learners to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in learners' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a learner is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities, they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
- Accessing extremist material online, including on Social Media sites.
- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a learner, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL. Staff should **always** take action if they are worried.

Non-Collection of Children

If a child is not collected at the end of the session/day, we will:

- Contact the parent or carer or transport company to ascertain the problem/waiting time.
- The young person will sit in reception until collection.
- If we are unable to contact a parent/carer/guardian or emergency contact, staff will contact the duty social worker.

County Lines

Children as young as twelve are being put in danger by criminals who are taking advantage of how vulnerable these young people are.

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

Children who are at risk may have low self-esteem, be victims of bullying or discrimination. It is important to note that the signs can be similar to those shown in radicalisation but can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

This policy is linked to our Safeguarding and Child Protection policy.

Roles and Responsibilities

The Directors

The Directors are responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the principal of Break Through School to account for the implementation of this policy.

The Principal

The principal is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to Directors. The principal also supports other staff in monitoring the attendance of individual learners.

Teaching Staff

Teaching staff are responsible for recording attendance daily, using the correct codes, and submitting this information

Administration Staff

Administration staff are responsible for recording attendance daily, using the correct codes, and submitting this information onto scholar pack, expected to take calls from parents or carers about absence and record it on the school system.

Monitoring Arrangements

This policy will be reviewed as guidance from the local authority or Department for Education is updated.

Links With Other Policies

This policy links to the following:

- Safeguarding and Child Protection Policy
- Behaviour Policy

Appendix 1: Attendance Codes

The following codes are taken from the DfE's guidance on school attendance and colour coded for ease for our use.

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 <u>or</u> 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., learner 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	Learner not yet on roll	Not Counted in Possible Attendances
#	School closed to learners	Not Counted in Possible Attendances

Present
Authorised Absence
Unauthorised Absence
Approved Education Activity (Present)
Not Counted in Possible Attendances