



## Attendance Policy

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Approved by:	Tracey Storey, CEO

## Aims

We are committed to meeting our obligations regarding our learners' attendance through our whole school approach. This approach values good school attendance and includes:

- Promoting good attendance
- Ensuring every child has access to full-time education
- Building and maintaining a strong relationship with families to enable targeted support to better school attendance
- Reducing absence, including persistent and severe absence
- Acting early to address patterns of absence
- Promoting the importance of arriving to school and lessons on time to support punctuality

We believe that successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly, requires us all to work collaboratively with, not against families. All partners should work together to:



## **Roles and Responsibilities**

### ***The Proprietary Body***

The proprietary body is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Ensuring school leaders fulfil expectations and statutory duties
- Reviewing and challenging attendance data on a regular basis
- Monitoring attendance figures for the whole school
- Ensuring staff receive adequate training on attendance
- Holding the principal to account for the implementation of this policy
- Appointing a proprietary body member responsible for attendance (this is Henrietta Jordan, Schools Director)

### ***The Principal***

The principal is responsible for:

- Implementing this policy at the school
- Monitoring school-level absence data and reporting it to relevant leaders
- Reporting weekly on learners attendance through the principals weekly assurance submission
- Supporting staff with monitoring the attendance of individual learners
- Monitoring the impact of any implemented attendance strategies
- Keeping all attendance records updated and secure for 6 academic years
- Issuing fixed-penalty notices, where necessary
- Ensuring appropriate Education Welfare Officer (EWO) and a school attendance champion has been appointed

### ***Attendance Champion***

The attendance champion is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Monitoring and analysing attendance data
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to learners and families
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the Assistant Principal for Behaviour and Pastoral/Welfare or to the principal
- Working with relevant school staff to tackle persistent absence

### ***All Staff***

All staff are responsible for:

- Recording attendance on a daily basis, using the correct codes, using the electronic register on Engage and saving it by the close of registration

### **School Office Staff**

School office staff are responsible for:

- Taking calls from parents about absence on a day-to-day basis and recording it on the school system
- Transferring calls from parents to the attendance champion to provide them with more detailed support on attendance

### **Parents/Carers**

Parents/carers are expected to:

- Make sure their child attends every day and on time
- Call the school to report their child's absence before 9.00 a.m. on the first day of the absence and each day thereafter 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
- When requested to do so, will provide reasonable medical evidence to the school office staff

### **Learners**

Learners are expected to:

- Attend school every day
- Arrive on time every day
- Where appropriate, be aware of their attendance and if necessary, attend meetings to discuss it

### **Recording Attendance**

#### **Attendance Register**

We will keep an attendance register (on our MIS (management information system - Engage). We will place all learners onto this register, using the DfE attendance codes ([see appendix 1](#)). 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 whether every learner is:

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

Any amendment to the attendance register will include:

- The amended entry and reason
- Audited and date stamped attendance amendments

We will also record:

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

Learners must arrive at school by the following start times:

- Secondary 9.00 a.m.
- Primary 9.30 a.m.

The register for the first session will be taken after the door closes and will be kept open until no longer than 30 minutes after the sessions begins. The register for the second session will be taken at the start of the afternoon session.

### **Unplanned Absence**

The learner's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00 a.m. or as soon as possible by calling the attendance champion or the school office staff. If you cannot get through to the school office staff, please email and the attendance champion will return your call.

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

If the authenticity of the illness is in doubt, the school may ask the learner's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card, or another appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

### **Planned Absence**

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

However, we encourage parents/carers to make medical and dental appointments outside 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 learners' parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

In order to request a leave of absence (not medical or an appointment) parents/carers should complete a Leave of Absence Request Form ([see appendix 2](#)), which will be reviewed by the principal. Parents/carers will then be informed of the principal's decision if the absence is to be authorised.

### **Lateness and Punctuality**

The following procedures will be followed when a learner is late, or persistently late:

- Before the register has closed will be marked as late, using the L code.
- After the register has closed will be marked as absent, using the U code.
- The attendance champion is situated in the school office each morning from 8.00 a.m. – 9.45 a.m. and will take responsibility for completing this on our MIS - Engage - for any learners who are late before registration closes (this will send a notification to the principal and class teacher/tutor)
- After this time, a member of the school office staff will log any further

latecomers on the Punctuality Tracker

- The Punctuality Tracker will be reviewed in the weekly safeguarding meetings - where learners are identified as persistently late, the class teacher or attendance champion will discuss the barriers to punctuality with the parent and complete the learner voice
- If punctuality does not improve, a Punctuality Monitoring letter will be sent to the parent/carer and a punctuality strategy will be agreed and put into place
- Each morning, over an agreed period of time, the learner's punctuality will be monitored and, if improved, will be celebrated
- If punctuality has not improved, as discussed, and agreed in the previous meeting, a referral will be made to the Local Authority

### ***Following Up Unexplained Absence***

Where any learner we expect to attend school does not attend, or stops attending, without reason, the school office staff and/or attendance champion will:

- Call the learner's parent/carer on the morning of the first day of unexplained absence to ascertain the reason
- Potentially visit the home if the school cannot reach any of the learner's emergency contacts
- 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
- Ensure the correct safeguarding action is being taken
- Contact the Local Authority and use the [Child Missing in Education \(CME\) Statutory guidance](#)

### ***Reporting To Parents/Carers***

The school office staff and/or attendance champion will regularly inform parents about their child's attendance and absence levels. This could include meetings with parents, and termly school reports, and as and when any concerns arise.

### **Authorised and Unauthorised Absence**

#### ***Approval for Term-Time Absence***

The principal will only grant a leave of absence to a learner during term-time if they consider there are 'exceptional circumstances'. A leave of absence is granted at the principal's discretion, including the length of time the learner is authorised to be absent.

An exceptional circumstance will be assessed case-by-case, at the discretion of the principal, considering the specific facts, circumstances, and relevant context behind the request.

Any request should be submitted on the Leave of Absence Request Form as soon as it is anticipated and, where possible, at least 4 weeks before the absence. The principal may require evidence to support any request for a leave of absence.

Valid reasons for **authorised absence** may include:

- Illness
- Medical/dental appointments
- Interview for post-16 or different educational setting
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the learner's parents belong (if

necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart)

This is not an exhaustive list.

### **Extended Leave**

When a learner is absent from school for an extended period (i.e., 15 school days or more), the parent/carer should advise the school of the temporary address.

The school will notify the Local Authority of any absences which are longer than 10 consecutive days.

### **Children Missing in Education (to be read in conjunction with Children Missing Education Statutory Guidance)**

We monitor attendance closely and address poor or irregular attendance. Learner's poor attendance is referred to the Local Authority (as per the attendance procedures set out in section 7). All staff are aware that learners going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation, and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse, or risk of forced marriage.

Staff understand that early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

*If a learner is absent from school, First Day Response has not been successful, and the child is subject to a child protection plan, is a child in care, or there are reasons to be concerned for the learner's safety, the school office staff and/or attendance champion will inform Social Care immediately. The school pastoral lead/attendance champion will also undertake a home visit and follow the school's safeguarding and child protection policy and procedures. A report will be made on CPOMS, and the school Designated Safeguarding Lead (DSL) will be informed.*

If a learner is not located following First Day Response checks, the school's pastoral team will undertake a home visit on day two. If there is no response at the learner's home address, the school will contact the police to make a welfare call. A social care referral will be made on day 3 if no contact is received from the family. A referral form will be sent to the Local Authority Attendance Team no later than day 5 of absence and will also continue to check, as appropriate, via a CME Referral Form. The school attendance team will make further enquiries and attempts to locate the family including contacting other local authorities, and CME Officers. In rare cases where the child cannot be located, the learner must remain on school roll until you are advised to remove from roll by the local authority SEND caseworker and school attendance champion, during an emergency annual review meeting.

Where a learner has not returned to school for 10 days after an authorised absence or is absent from school without authorisation for 20 consecutive school days, the learner can be removed from the admission register when the school and the local

authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the learner. This only applies if we do not have reasonable grounds to believe that the learner is unable to attend because of sickness or other unavoidable reasons. For all learners with an EHCP, an emergency annual review meeting must be held and agreed to by the local authority and social care.

We have a safeguarding duty in respect of our learner, and as part of this, must investigate any unexplained absences, recording information in the school's admission register.

The school's admission register is accurate and kept up to date. We regularly encourage parents to inform them of any changes whenever they occur, by using existing communication channels such as regular emails and newsletters. This assists both the school and the local authority when making enquiries to locate children missing education.

Where a parent notifies us that a learner will live at another address, we record in the admission register:

- the full name of the parent with whom the learner will live
- the new address
- the date from when it is expected the learner will live at this address

Where a parent of a learner notifies us of a change of local authority we will.

- notify the current local authority
- ensure the new local authority has all the relevant paperwork
- arrange an annual review meeting with the parents to discuss the learner's needs

### **Missing Learners (to be read in conjunction with Children Missing On or Off-Site Policy)**

Learners will not be permitted to leave the school premises during the school day unless they have permission from the school and are supervised by parents, e.g., to attend medical appointments.

The following procedures will be followed in the event of a learner going missing whilst at school:

- The relevant member of staff will inform the principal and the rest of the staff team that the learner is missing.
- A thorough search of the entire premises will be carried out.
- The staff team will be careful not to create an atmosphere of panic and to ensure that the other learners remain safe and adequately supervised.
- If the learner is not on the premises, the search will be widened to include the surrounding areas.
- If after **5 minutes** of thorough searching the learner is still missing, the principal will inform the police and then the learner's parents/carers.
- Whilst waiting for the police and the missing learner's parents/carers, searches for the learner will continue.
- During this search period, other members of staff will maintain as normal a routine as is possible for the rest of the learners.
- The correct adult learner ratios will be maintained at all times.
- The principal will be responsible for meeting the police and the missing learner's parents/carers.



- The principal will co-ordinate any actions instructed by the police and ensure that comfort and reassurance is provided to the parents/carers.
- Once the incident is resolved, the principal and the staff team will review relevant policies and procedures and implement any necessary changes (paying particular attention to reviewing security on site).
- Inform all relevant parties of findings, implications, and outcomes of review.
- All incidents of learners going missing from the school will be recorded on an incident form and Directors informed initially by telephone with a follow-up email to the [notifications@melroseeducation.com](mailto:notifications@melroseeducation.com).

### **Modelling, Sport, and Acting Performances/Activities**

The school will ensure that all learners engaging in performances/activities (whether they, or another person, receives payment or not), which require them to be absent from school, understand that they will be required to obtain a licence from the local authority which authorises the school's absence(s).

Additional arrangements will be made by the school for learners engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private tutoring/teaching. These arrangements will be approved by the local authority who will ensure that the arrangements are suitable for the learner and the needs set out in their EHCP.

The learner will receive an education that, when taken together over the term of the licence, amounts to a minimum of three hours per day. This requirement will be met by ensuring a learner receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days when the learner would be required to attend school.
- For not more than five hours on any such day.

Where a licence has been granted by the local authority and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the local authority, it is at the discretion of the principal to authorise the leave of absence for each day. The principal will not authorise any absences, which would mean that a learner's attendance would fall below 96 percent. Where a licence has not been obtained or agreed in an annual review meeting, the principal will not authorise any absence for a performance or activity.

### **Children In The Care of the Local Authority**

Our usual attendance procedures apply to learners in the care of the local authority, with the additional responsibility of informing the social worker involved with the family, alongside the Virtual School Head. We secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting learners previously looked after.

### **Young Carers**

The school understands the difficulties that face young carers and will endeavour to identify this at the earliest opportunity. A caring and flexible approach will be taken to support the needs of young carers and each learner's circumstances will be examined on a case-by-case basis, involving other agencies, if appropriate.

The attendance champion, in conjunction with relevant authorities, will implement support for learners who are young carers, to encourage their sustained and regular attendance at school in line with the school's expectations.

### **SEND and Health-Related Absences**

The school recognises that learners with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support learners who find attending school difficult.

In line with the SEND Policy and Supporting Learners with Medical Conditions Policy, the school will ensure reasonable adjustments are made for disabled learners to reduce barriers to attendance, in line with EHC plans or support plans that have been implemented. The school will secure additional support from external partners to help bolster attendance, where appropriate.

Where the school has concerns that a learner's non-attendance may be related to mental health issues, parents/carers will be contacted to discuss the issue and to ascertain whether there are any contributory factors to their child's lack of attendance. Where staff have a concern about a learner's mental health that is also a safeguarding concern, they will inform the DSL, and the Safeguarding and Child Protection Policy will be followed. All learners will be supported with their mental health and will be considered by the safeguarding team for on-site intervention.

If a learner is unable to attend school for long periods of time due to their health, the school will:

- Inform the local authority if a learner is likely to be away from the school for more than 15 school days.
- Provide the local authority with information about the learner's needs, capabilities, and programme of work.
- Help the learner reintegrate into school when they return.
- Make sure the learner is kept informed about school events and clubs.
- Encourage the learner to stay in contact with other learners during their absence.

The school can incorporate various support mechanisms to help any learners with SEND and/or health issues cope with stress and anxiety that attending school may cause them.

To support the attendance of learners with SEND and/or other health issues, the school will consider:

- Holding regular meetings to evaluate any implemented reasonable adjustments.
- Holding an EHCP review, if required.
- Conducting a strengths and difficulties questionnaire.

- Referring to Early Help.
- Using an internal or external specialist.
- Enabling a learner to have a reduced timetable.
- Ensuring a learner can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby learners can request to leave a classroom if they feel they need time out.
- Agreeing temporary late starts or early finish times.
- Phasing a return to school where there has been a long period of absence.
- Tailoring support to meet their individual needs.

### **Legal Sanctions**

The local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £80.00 within 21 days or £160.00 within 28 days. The payment must be made directly to the local authority.

The decision on whether or not to issue a penalty notice may consider:

- The number of unauthorised absences occurring within a rolling academic year.
- One-off instances of irregular attendance, such as holidays taken in term-time without permission.
- Whether an excluded learner is found in a public place during school hours without a justifiable reason.

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

### **First Day Response**

A telephone call will be made to the parents/carers of any learner who has not reported their child's absence on the first day, as soon as possible.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

The first day response will then be carried out as soon as possible each day by the attendance champion to ascertain whether absent learners are late or ill, prioritising vulnerable and SEND learners.

If contact is not made by 10.00 a.m., the principal and DSL will be informed, and the attendance champion/pastoral lead may be required to complete a home visit. The attendance champion will follow up any lack of response to the first day (and subsequent) contact and may undertake a home visit. Additionally the attendance champion may meet with parents/carers in school to offer the appropriate family support.

The attendance champion will monitor the response to First Day Response for child

protection or looked-after-children learners.

All First Day Response information will be added to CPOMS. If there is no response from the home visit, the school will take advice from social care if the DSL deems the learner to be at risk.

### **Home Visits and Police Welfare Calls**

Home visits allow the school to learn the underlying reasons behind poor attendance. By opening a dialogue with a learner's parents/carers, the attendance champion can offer the required support.

If school staff cannot attend the home due to concerns about safety, the school may, on rare occasions, ask the police to carry out a welfare check if the school has had no response from a family within 48 hours.

### **Strategies for Promoting Attendance**

Please discuss with the principal and attendance champion the school's specific strategies we may use. Each child is an individual and we develop an attendance strategy based on the learners and families unique needs.

The attendance champion will complete a weekly analysis of attendance information and report to the principal. The principal will carry out a weekly review with the attendance champion to audit codes and data. Together they will act as required following the above attendance monitoring procedures, which may include:

- Discussing attendance with learners.
- Contacting parents to discuss attendance.
- Issuing letters home to parents/carers.
- Making referrals to the local authority attendance team.

The attendance champion will also present, on a weekly basis, the data from Engage to the whole staff team in order that they understand cohort attendance information. Attendance is an agenda item in the school's weekly safeguarding meetings.

### **Monitoring Attendance**

The school will:

- Monitor attendance and absence data weekly, half-termly, termly, and annually across the school and at an individual learner level.
- Identify whether or not there are particular groups of learners whose absences may be a cause for concern.
- Provide the local authority with attendance data for any learners placed at the school, when requested to do so.

### **Analysing Attendance**

The school will:

- Analyse attendance and absence data regularly to identify learners or cohorts that need additional support with their attendance and use this analysis to provide targeted support.
- Analyse historic and emerging patterns of attendance and absence and develop strategies to address these patterns.
- Provide a half-termly report detailing the patterns of attendance and the actions taken to improve individual whole school attendance. This will be scrutinised by the Schools Director every half term.

## Using Data to Improve Attendance

The school will:

- Provide regular attendance reports to class teachers/tutors, and other school leaders, to facilitate discussions with learners and families.
- Use data to monitor and evaluate the impact of any interventions in place.

## 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.

The school will:

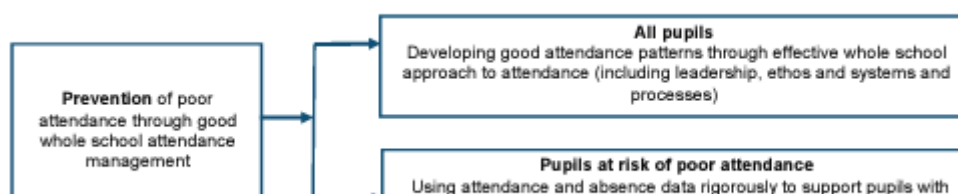
- Use attendance data to check for patterns and trends of persistent and severe absence for cohorts, specific groups (including vulnerable and SEND) and individual learners.
- Hold regular meetings with the parents/carers of learners whom the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school.
- Provide access to wider support services to remove the barriers to attendance.
- Use a whole school approach to attendance as we believe that it is everyone's responsibility
- Promote good attendance and punctuality and remove any barriers to achieving this.
- Discuss, during weekly safeguarding meetings, any concerns of persistent absentees who are not improving, despite interventions.

When a learner is at risk of becoming a 'Persistent Absentee' the following procedure will be followed:

- An initial telephone call will be made by the class teacher/tutor or attendance champion to inform parents/carers of their child's attendance and discuss any potential barriers and how they can be overcome (**95%**).
- If the attendance does not improve and falls to **93%**, the parents/carers will be invited into school for a meeting with the class teacher/tutor and/or attendance champion. Parents/carers will be informed of the potential next steps if no improvement is made, and a School Attendance Support Plan will be completed during the meeting.
- If the learner's attendance improves, a letter will be sent to parents/carers confirming next steps.
- A follow-up meeting will be arranged after the agreed monitoring period. An extension may be given, depending on the circumstances, and will be decided on a case-by-case basis.
- If the learner's attendance has not improved, a Notice of Referral for PA letter will be sent home informing the parent/carer of local authority intervention.

Each stage of this procedure will be logged on to CPOMS by the relevant member of staff. We provide a high standard of effective school attendance and management strategies as detailed by the DfE "Effective School attendance improvement and management strategies." (Please see below.)

### **Effective school attendance improvement and management**



### **Related Policies**

This policy links to the following:

- Safeguarding and Child Protection Policy
- Prevent Duty
- Behaviour Policy

### **Legislation and Guidance**

This policy meets the requirements of [working together to improve school attendance](#) 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](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024](#)

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

- [Summary of responsibilities where a mental health issue is affecting attendance](#)
- [Support for pupils where mental health issues are affecting attendance \(Effective practice examples\)](#)
- [Keeping Children Safe in Education 2024](#)

### **Appendix 1: DfE Attendance Codes**

The following registration is effective from the 19<sup>th</sup> August 2024 - '[Working Together To](#)

Improve School Attendance 2024'.

Code	Definition	Scenario
/	Present (am)	The pupil is present at morning registration
\	Present (pm)	The pupil is present at the afternoon registration
L	Late arrival	The pupil arrives late before the register has closed
B	Off-site educational activity	The pupil is at a supervised off-site educational activity approved by the school
K	Off-site educational activity	The pupil is at a supervised off-site educational activity approved by the local authority
D	Dual registered	The pupil is attending a session at another setting where they are also registered
P	Sporting activity	The pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	The pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	The pupil is on a work experience placement

## AUTHORISED ABSENCE

Code	Definition	Scenario
C	Authorised leave of absence	The pupil has been granted a leave of absence due to exceptional circumstances
C1	Leave of absence	The pupil should be participating in a regulated performance or regulated employment abroad
C2	Leave of absence – Part-time timetable	For compulsory school-age pupils who are on an agreed part-time timetable
E	Suspended or permanently excluded	The pupil has been suspended or permanently excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	The school has been notified that a pupil will be absent due to illness
J1	Leave of absence	Pupil has an interview with a prospective employer/ admission to another educational institution
M	Medical/dental appointment	The pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Parents travelling for occupational purposes	The pupil is a mobile child due to the parent travelling from place to place for business/trade
Q	Unable to attend due to lack of access arrangements	The pupil is unable to attend due to a lack of access arrangements made by the local authority
Y1	Unable to attend due to lack of transport	Where the school or local authority normally provides transport which is not available; and the school is beyond reasonable walking distance
Y2	Unable to attend due to widespread disruption to travel	The pupil is unable to attend school because of widespread disruption to travel caused by a local, national, or international emergency
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use
Y4	Unable to attend due to the whole school being unexpectedly closed	Where the whole school was planned to be open but remained closed unexpectedly



<b>Y5</b>	Unable to attend as pupil is in criminal justice detention	If the pupil is in police detention or on remand to youth detention, awaiting trial or sentencing
<b>Y6</b>	Unable to attend in accordance with public health guidance or law	Pupil travel to or attendance at the school would be contrary to restrictions set by the Secretary of State for Health
<b>Y7</b>	Unable to attend because of any other unavoidable cause	The unavoidable cause must be something that affects the pupil, not the parent

<b>UNAUTHORISED ABSENCE</b>		
<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>G</b>	Unauthorised holiday	The pupil is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
<b>O</b>	Unauthorised absence	The school is not satisfied with the reason for the pupil's absence
<b>U</b>	Arrival after registration	The pupil arrived late and after 30 minutes from the start of the session

<b>OTHER</b>		
<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>Z</b>	Pupil not on admission register	Register set up but pupil has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

## Appendix 2 – Request for Leave of Absence

REQUEST FOR LEAVE OF ABSENCE	
<ul style="list-style-type: none"> <li>• 2 week's leave of absence in term time reduces your child's attendance to 95% over a year.</li> <li>• This reduces your child's attendance to below the National average.</li> <li>• It equates to your child missing a half day per fortnight of their education.</li> <li>• Learners are only in school for 190 days each year.</li> <li>• There are 175 other days for holidays and other activities.</li> </ul>	
<b>How to Use This Form:</b>	
Return to the school at least <b>four weeks</b> before the date of requested absence. Use a separate absence form for each absence and for each child.	
<b>Guidance:</b>	
The school requires parents/carers to observe the school holidays as prescribed, therefore, the principal will be unable to authorise holidays during term-time in the majority of cases. The principal will only be allowed to grant a leave of absence in exceptional circumstances. Applications must be made in advance and the principal will need to be satisfied by the evidence which is presented before authorising term-time leave. Any leave of absence is at the discretion of the principal. Any requests for leave during term-time will be considered on an individual basis and the learner's previous attendance record will be considered. If parents take their child out of school during term-time without authorisation from the principal, they may be subject to sanctions such as penalty fines.	
<b>Parent/Carer to Complete This Section:</b>	
Name of Child:	Class: <span style="float: right;">Year Group:</span>
Is this the first request for absence this academic year?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Dates Requested: From: To:	Number of absent school days requested:
Reason for request:	
Parent/Carer's Name (please print).	
Parent/Carer's Signature:	
Date:	
<b>School Office to Complete This Section:</b>	
Attendance Percentage for last academic year 2023/2024:	
Current Attendance Percentage:	
<b>Principal to Complete This Section:</b>	
Your request is <b>approved</b> :	Yes <input type="checkbox"/> No <input type="checkbox"/>
Reason:	
Your request is <b>not approved</b> . If the learner is absent as proposed above it will be unauthorised for the following reason:	Refer for Penalty Notice Yes <input type="checkbox"/> No <input type="checkbox"/>
Reason:	
Signed:	Date:

# OUTSTANDING ATTENDANCE MEANS

Being in school 97% of the time

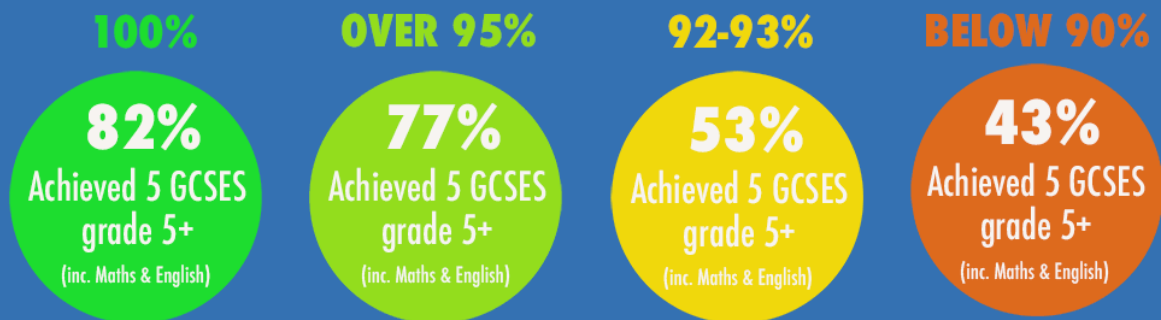
REMEMBER...

Your attendance matters - days off cost good grades



## HOW DOES YOUR ATTENDANCE IMPACT YOUR FUTURE?

Data released by the UK Department for Education shows that the lower your attendance the less likely you are to achieve in your GCSES.



RESEARCH SHOWS THAT FOR EVERY 17 DAYS YOU MISS ACROSS YOUR SCHOOL CAREER, YOUR GCSE RESULTS GO DOWN BY 1 WHOLE GRADE!



ACHIEVING 5 OR MORE GCSES AT GRADE 5+ HAS SHOWN TO INCREASE YOUR LIFETIME EARNINGS BY **41%**

There are **365** DAYS in a year

**175** are not spent in school!

\*That gives you plenty of time for holidays, TV, shopping and video games!