St Joseph's College

ATTENDANCE & PUNCTUALITY POLICY

THIS POLICY LINKS WITH:

- **BEHAVIOUR MANAGEMENT POLICY**
- **DISABILITY EQUALITY SCHEME & ACCESSIBILITY PLAN**
- **EXCLUSION POLICY**
- **EQUAL OPPORTUNITIES POLICY**
- **ANTI-BULLYING POLICY**

Date of Latest Review:	November 2025
Next Review Date:	November 2026
Policy Available for Staff at:	TEAMS
Policy Available for Parents at:	Website
Headteacher:	Mrs C Slattery

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 (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 pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils 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 School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents

Making sure school leaders fulfil expectations and statutory duties, including:

- Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority

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

3.2 The headteacher

The headteacher 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 pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the deputy headteacher/senior attendance champion to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

- Sharing information from the school register with the local authority, including:
    - Notifying the local authority when a pupil'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 pupils 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 pupils 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 pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs C Machin and can be contacted via sjcollege@stjosephsmail.com

3.4 The attendance officer

- Will monitor the school absence line, take absence calls and update the register accordingly
- Make first day contact with the parents or carers of absent students
- Meet regularly with the senior attendance champion, KS3 and KS4 coordinator to monitor individual attendance concerns and patterns
- Update and amend the school register to reflect the correct code
- Monitors punctuality to school and issue the relevant intervention and sanctions
- Support with home visits
- Ensure that all attendance and punctuality concerns are passed onto Heads of Year and recorded on CPOMS
- Accurately process leave of absence requests

Inclusion assistant

- Monitor punctuality to school and issue the relevant intervention and sanction
- Monitor and analyse attendance data
- Respond to interventions as requested, liaising with pastoral leads, in a timely manner

- Ensure that all attendance and punctuality concerns are passed onto Heads of Year and recorded on CPOMS

3.5 Head of Year/Pastoral Leaders

- Monitor individual students, year group attendance and attendance of key groups
- Monitor student's attendance that falls below 96%
- Respond to interventions, including making contact with home and letters of communication, as discussed at Inclusion meetings, in a timely manner
- Deliver targeted intervention and support to students and families
- Use tutor briefings to monitor student attendance with form tutors
- Ensure that all attendance and punctuality concerns and interventions are recorded on CPOMS
- Support with home visits

3.6 Form tutors

The register is a legal document and the Education Regulations 2016 apply

- Are responsible for taking the register at 8.40am, which is the start of morning registration, the register should remain open until the end of form time so marks can be recorded accurately, form tutors must use the correct codes to accurately record attendance
- Should refer students to their Head of Year if a problem with attendance and/or punctuality persists
- Will support the Head of Year with attendance and punctuality interventions as necessary
- Will communicate information to the PIP regarding planned absences from school, eg medical appointments
- Must ensure that all attendance and punctuality concerns and interventions are recorded on CPOMS
- Registration commences at 8.40am, students arriving after this time will be recorded as late

3.7 Class teachers

The register is a legal document and the Education Regulations 2016 apply

- Are responsible for taking the register at 1.15pm for afternoon registration, this takes place at the beginning of period 4. Class teachers are responsible for taking a lesson register at the beginning of periods 1 to 5
- Are responsible for recording lesson attendance and should inform the PIP immediately if a student is unaccounted for
- To inform Head of Year if patterns of absence are a concern and record on CPOMS
- Apply sanctions in accordance with the behaviour policy to students who arrive late to lessons without a note of explanation

3.8 Parents/Carers

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 8.40am 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
- Seek support, where necessary, for maintaining good attendance, by contacting your child's Head of Year who can be contacted via 01782 848008

3.9 Pupils

Pupils 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 pupils 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 (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Absent – unable to attend due to unavoidable causes

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:

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

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

The school day starts at 8.40am and ends at 3.10pm KS3 and 3.15pm KS4

The register for the first session will be taken at 8.40am and will be kept open until 9.10am The register for the second session will be taken at 1.15pm

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.40am or as soon as practically possible, by calling the school absence line, 01782 848008

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 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.

4.3 Planned absence

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

Parents should contact the school office on 01782 848008

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

The pupil's 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 pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed 9.10am will be marked as absent, using the appropriate code

Punctuality procedures:

- The attendance officer and inclusion assistant will monitor punctuality to school
- The inclusion assistant will issue a next day detention to students who have 3 late marks.
- Students who have 3 next day detentions for lateness to school will be required to attend a Friday night detention, a letter will be sent home by the Deputy Headteacher, students will be notified via their planner.
- Persistent issues with poor punctuality will be referred to the Inclusion Manager/Head of Year/Pastoral Leaders for individual interventions

4.5 Following up unexplained absence

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

- Call the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school will ensure correct safeguarding procedures are implemented
- 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 for which the pupil was absent
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil 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: [issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate]

4.6 Reporting to parents/carers

The school will regularly inform parents/carers (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels via the 'Satchel app', through attendance concern communication and on progress reports

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 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

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

Leave of absence will not be granted for a pupil 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 website.The headteacher may require evidence to support any request for leave of absence. If a pupil is over compulsory school age (e.g. sixth form), leave should be requested by parent they normally live with.

5.2 Other reasons for authorised absence

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 pupil'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 pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

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

6. Strategies for promoting attendance

- Students who achieve 100% attendance in a term will receive recognition and ten achievement points from their Head of Year
- Students who achieve 100% attendance at the end of the academic year will receive a letter from the Head teacher plus a reward
- To encourage whole school attendance, we will award a termly attendance shield to the Key Stage 3 and Key Stage 4 form group with the highest attendance percentage per term.
- End of year attendance shield to the form group with the highest percentage attendance plus a reward
- Each year group will be issued with regular updates so they can monitor form group attendance in comparison to the rest of the year group

7. Pupil's with poor attendance

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.

7.1 Notice 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 pupil attends school.

They will include:

- Details of the pupil'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

7.2 Penalty notices

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

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

Each parent who is liable for the pupil'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 pupil, 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.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

We understand that some students have genuine barriers that can impact on school attendance. We will work with students and parents to ensure support and intervention is in place and make use of external agency support

8.2 Pupils absent due to mental or physical ill health or SEND

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

8.3 Pupils returning to school after a lengthy or unavoidable period of absence

We will work closely with families to ensure students are supported and the correct interventions are in place for their return to school

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) on a daily basis across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

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

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils 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

9.3 Using data to improve attendance

The school will:

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

- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to pastoral leaders/form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)
- 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 pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

9.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil 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 pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, 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 pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7)

10. St Joseph's College KS5 attendance

The aims of sixth form attendance align with those of the main school:

- Promoting good punctuality, attendance and reducing absence, including Persistent Absence
- Ensuring that every student has access to the full-time education to which they are entitled
- Acting early to address patterns of concern
- Ensuring safeguarding procedures are consistently applied

Due to the structure of the day and timetabled lessons at KS5, the method followed, whilst being similar to the main school in many ways, varies in ways highlighted below.

For clarity, please note that Section 4.0 – Recording Attendance applies to KS5 in full with the exceptions noted below

10.1 KS5 Specific Roles and Responsibilities

The KS5 Attendance Coordinator (MS) will -

- Meet with the Senior Attendance Champion and Director of Sixth Form (DoSF) on a half termly basis to review the attendance approach and discuss any challenges.
- Produce and review reports on a fortnightly basis to track attendance across KS5 for both am registration and attendance to lessons and identify students of concern (e.g. students with a low percentage attendance figure, a pattern of absence or repeated absence)
- Monitor punctuality to school and issue the relevant intervention and sanctions in line with 4.4
- Meet with the Director of Sixth Form (DoSF), and pass on information to KS5 Heads of Year (HoY) and Assistant Heads of Year (AHoY) on a fortnightly basis to review attendance and morning punctuality across the key stage to share students of concern and agree any actions
- Review and update where necessary the school register to reflect the correct codes
- Ensure that attendance concerns are noted on CPOMs
- In line with 3.2, ensure that KS5 absence data is produced and shared with the governors on a termly basis as part of the Headteacher's report
- Ensure that the correct letters relating to attendance are issued and that these are recorded on CPOMs

The KS5 Attendance Officer (SJ) will -

- Liaise with the main school Attendance Officer to ensure that, in line with 3.4, the attendance line is monitored, and the correct codes are added to registers
- Oversee the production of a Safeguarding Absence Message (SAMs) report am and pm each day for absences which are unauthorised and share this with the KS5 pastoral team
- Co-ordinate the sending of twice daily SAMs text messages on the day of absence to Parents/Carers for any unreported absence to ensure the safeguarding of our KS5 pupils and clarity of attendance with parents
- Track the number of SAMs messages sent per student across the academic year
- Identify when a student has been absent from school for three continuous days without contact (unauthorised absence) and notify the relevant members of the KS5 pastoral team
- Identify when vulnerable students / students of concern are absent from school (even when the attendance is authorised from home) and, on that day, notify the relevant members of the KS5 pastoral team
- Work with the KS5 Attendance Coordinator and HoY/ AHoY/ and issue the correct letters relating to attendance and record on CPOMs

10.2 Monitoring Attendance

a. Daily monitoring and SAMs reporting

- The KS5 Attendance Officer will monitor individual attendance on a daily basis, in line with 3.4 and as noted in 9.1
- SAMs reports are issued twice daily to the KS5 pastoral team to raise awareness of daily unauthorised absences

- SAMs text messages are sent to Parents/Carers twice daily
- Periods of continuous absence of three or more days without contact will be highlighted to the relevant members of the KS5 pastoral team for appropriate further by the KS5 Attendance Officer. In line with 4.5, if the school cannot reach any of the student's emergency contacts, the school will ensure correct safeguarding procedures are implemented. These may include home visits.
- Where students have missed a lesson during a day when they are marked in school, the HoY / AHoY will review this and if it is deemed to be internal truanting, a Friday Night Detention will be issued.

b. Ongoing attendance analysis and actions

- Attendance reports are produced on a fortnightly basis and reviewed by the KS5 Attendance Coordinator and Director of Sixth Form (DoSF), KS5 Heads of Year (HoY) and Assistant Heads of Year (AHoY) to identify students of concern (e.g. students with a low percentage attendance figure, a pattern of absence or repeated absence)
- When reviewing attendance, ALL absences are considered from timetabled lessons including authorised (e.g. illness, medical appointments, driving tests) and unauthorised absences (e.g. internal truancy, full day truancy, holidays)
- Students whose attendance falls below 92.5% (all absences) or where a trend of absence is noted will be highlighted for targeted support and intervention
- Additionally, any students identified will be required to attend **two** hours of 'catch up' if they appear on this attendance list
- These interim sessions are put in place to support students in catching up with work which might include missed classwork, coursework, homework or to consolidate learning
- Attendance is tracked and where appropriate, escalation is in place for instances where absences remain an ongoing concern
- In line with the charging policy, if a student's attendance to lessons falls below 85% without exceptional circumstance/clear rationale (these are at the discretion of the Headteacher), a charge for the cost of the examinations will be made

Attendance concern	**Action**	**Catch up**
Attendance falling below 92.5% and / or where there are patterns of absence concerns	Tutor to speak to student (and log conversation on CPOMs) Letter 1 sent home	2 hours
Attendance concerns continue and / or where additional absence leads to attendance falling below 90%	HOY/AHOY to meet with student and contact parent/s Letter 2a - phone call and letter sent home Letter 2b – meeting in person and letter sent home	2 hours
Attendance concerns continue and / or where additional absence leads to attendance falling below 85%	DoSF to contact home to arrange a meeting. Letter 3 sent home with option of attendance contract drawn up	2 hours
Attendance concerns continue despite meeting with DoSF	Meeting arranged with Headteacher / DoSF and Attendance Panel to discuss next steps	-

c. Ongoing attendance analysis and actions – extra curricula intervention

- On a half termly basis / after an AP point, attendance data will be reviewed to identify students of concern from an attendance / assessment point perspective. This will include -
    - Students who are already below 85% lesson attendance
    - Students who are more than 5 grades below MEG in total from the latest AP data (when compared to assessment grades)
    - Students who are more than 4 grades below MEG in total from the latest AP data and have an average ATL of 2.67
- **Where students are identified as a concern in these areas, permission for them to take part in extracurricular activities that take them out of lessons will need to be sought from DoSF.**

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil 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	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil 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	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil 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	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil 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	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil 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 pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil'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	Pupil 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	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		

Z	Prospective pupil not on admission register	Pupil 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