



Tudor Grange Academies Trust

[School Name] Attendance and Punctuality Policy

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Highlighted sections of this policy to be localised by individual school (***delete this section when complete***):

- p1, Title, Author and footer
- p3, section 3.2 – insert contact details for specified staff
- p7, section 5.1 – insert school start and end times
- p7, section 5.2 – insert registration start and end times
- p8, section 6.2 – insert details of school recognition and incentives for good attendance
- p9, section 7.9 – insert details of school strategy for use of data to target attendance improvement
- p10, section 7.9 – insert details of school interventions
- p11, section 10.2 - insert details of absence reporting system for parents/carers
- p11, section 10.3 - insert details of first day calling and safeguarding systems, including home visits
- p12, section 11.4 - insert details of how parents/carers can access the Leave of Absence form
- p14, Appendix A – insert a copy of school's multi-stage support system diagram
- p15, Appendix B – insert a copy of your local authority's school absence process

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1 Introduction

- 1.1 School attendance is not merely a requirement, but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth and future prospects, making it an indispensable aspect of any educational system. Regular attendance directly correlates with academic success and provides a vital social environment for children and young people to interact with peers, develop friendships and learn essential social skills. It also has a significant impact on wider school engagement in activities and enriching experiences that contribute to children's overall development, as well as building routine and teaching them time management and responsibility, which are valuable life skills.
- 1.2 Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.
- 1.3 To enable pupils to reach their full academic potential, it is vital that they attend regularly and on time every day that the School is open, unless the reason for absence is unavoidable. Poor attendance results in pupils making less progress, both academically and socially.

2 Aims

- 2.1 This policy will set out how the School will create a positive and inclusive school environment and support all children to have good attendance and punctuality.
- 2.2 It outlines how the School will work with parents/carers to ensure their child attends school regularly and punctually and to overcome any barriers that may be impacting their child's attendance and achievement.
- 2.3 It will ensure attendance and punctuality is everyone's business, including parents/carers, pupils, staff, governors and trustees.
- 2.4 This policy operates within the framework of statutory attendance regulations outlined in the [Education \(Pupil Registration\) \(England\) Regulations 2006](#) and subsequent amendments, and adheres to the DfE's statutory guidance, [Working Together to Improve School Attendance](#).
- 2.5 It also ensures that the School complies with and effectively implements the requirements of the following key attendance acts and guidance in the UK:
 - [Education Act 1996](#)
 - [Education \(Pupil Registration\) \(England\) Regulations 2006](#)
 - [Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)
 - School Attendance Code of Practice
 - Local Authority School Attendance Guidance
 - Department for Education (DfE) Guidance, including [Working Together to Improve School Attendance](#)
 - Child Employment Legislation
 - [Children Missing Education \(CME\) Statutory Guidance](#)
 - [Section 19 of the Education Act 1996 \(England and Wales\)](#)

3 Roles and responsibilities

- 3.1 Attendance is everyone's business. Promoting good attendance is the responsibility of the whole of the Tudor Grange Academies Trust community, enabling and encouraging all pupils to achieve excellence.
- 3.2 Contact details for other key staff relating to attendance:

Name	Role	Contact details
	Senior Attendance Champion	
	Attendance Welfare Officer	
	Designated Safeguarding Lead	
	Principal	
Insert name of Primary or Secondary Director of Standards	Governance for Attendance	

3.3 The role of the **Senior Attendance Champion** is critical in ensuring that children attend school regularly and achieve their educational potential. Their responsibilities include:

- promoting a positive school culture where attendance is valued and pupils feel motivated and supported to attend regularly;
- contributing to the development and implementation of attendance policies and procedures;
- ensuring the School complies with legal requirements relating to attendance, including regulations governing authorised and unauthorised absences;
- data analysis of attendance data to identify trends and patterns, using the information to pinpoint areas of concern;
- ensuring that accurate attendance records are maintained, monitoring those records and reporting data to school and trust leadership and governing bodies;
- identification of children at risk of poor attendance, recognising that early intervention is crucial and working with staff, parents/carers and pupils to address attendance issues as soon as they arise;
- supporting families by building positive relationships and engaging them in improving their child's attendance, including organising home visits, meetings and providing guidance on strategies to improve attendance;
- connecting families with external resources and services that may help to alleviate attendance-related challenges, such as housing support, healthcare or social care services;
- contributing to the design and implementation of interventions and incentives to motivate children to attend school and regularly evaluating the effectiveness of approaches;
- training staff to ensure everyone understands their role in promoting attendance, including effective attendance monitoring, reporting and intervention strategies;
- reporting any safeguarding concerns related to attendance to the School's Designated Safeguarding Lead.

3.4 **Governance**, including the Trust Central Team, Local Governing Body and Trustees, plays a crucial role in supporting children's attendance in school and their responsibilities include:

- ensuring that the School complies with all relevant statutory requirements related to attendance and monitoring adherence to attendance regulations;
- collaboration with school leadership to develop and review attendance policies and procedures, ensuring that they align with statutory requirements, provide clear guidance on monitoring, reporting and interventions, and are effectively implemented;
- strategic oversight of attendance, considering attendance as a key performance indicator and monitoring trends and patterns in attendance data;
- collaborating with school leaders to set attendance targets and goals and holding school leadership accountable for attendance outcomes;

- providing challenge and support to school leaders to ensure the school is taking appropriate action to address attendance issues and seeking ways to continuously improve attendance outcomes;
- supporting efforts to engage parents/carers in promoting attendance;
- ensuring that school staff receive training and development related to effective attendance monitoring and intervention strategies;
- establishing links with community organisations, local authorities and social services to access additional resources and support for pupils with attendance difficulties.

3.5 The Principal and senior leaders set the tone for the School's attendance culture and oversee the implementation of policies and strategies to promote regular attendance and their responsibilities include:

- emphasising the importance of regular attendance and setting high expectations for all staff and pupils;
- promoting a positive school culture where regular attendance is recognised and children feel motivated to attend school regularly;
- implementing attendance policies and procedures and ensuring that these are effectively communicated to all stakeholders, including communicating the consequences of poor attendance;
- enforcing attendance policies and procedures consistently and fairly, ensuring that unauthorised absences are promptly addressed;
- establishing clear expectations for staff regarding attendance monitoring, recording and intervention and ensuring all staff understand their roles in promoting regular attendance;
- providing training and professional development opportunities for staff to enhance their knowledge and skills in attendance-related matters;
- monitoring attendance data regularly, analysing trends and patterns and using this information to identify pupils at risk of poor attendance;
- using attendance data to inform decision-making and set targets and benchmarks for improvement, regularly reviewing progress towards those goals;
- supporting early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions, ensuring that appropriate support is provided to address attendance barriers;
- measuring the effectiveness and impact of attendance improvement strategies and interventions, adjusting as needed to achieve sustained improvements;
- promoting parental engagement in attendance improvement initiatives;
- ensuring that vulnerable pupils, including those with medical conditions, special educational needs and safeguarding concerns, receive appropriate support to attend school regularly;
- implementing incentives and recognition programmes to reinforce a positive attendance culture;
- collaborating with the Designated Safeguarding Lead to address any child protection issues arising from attendance concerns.

3.6 Teaching staff play a vital role in monitoring and promoting attendance and their responsibilities include:

- adherence to and implementation of the School's attendance policies and procedures;
- monitoring the daily attendance of their pupils and maintaining accurate and prompt attendance records;
- setting clear expectations for attendance and punctuality in their classrooms;

- acting as a role model by demonstrating punctuality and a commitment to their own professional responsibilities;
- promoting punctuality by encouraging pupils to arrive at school on time each day to ensure a smooth start to the day and minimise disruption;
- creating a positive and welcoming classroom environment where pupils feel motivated and engaged;
- implementing strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality;
- being alert to potential barriers to attendance, such as bullying, health issues or family problems and sharing this information with school leaders;
- collaborating with attendance staff and senior leaders to identify patterns of absence or lateness and intervene early to address any underlying issues;
- supporting with the provision of academic and emotional support to children who experience attendance challenges;
- reporting any safeguarding concerns promptly.

3.7 **Support staff** also play important roles in supporting and promoting attendance and their responsibilities include:

- acting as a role model by demonstrating punctuality, professionalism and a commitment to their work;
- building positive and trusting relationships with children and contributing to the creation of a supportive and welcoming environment;
- reinforcing the importance of regular attendance and punctuality to pupils, reminding them of policies and expectations;
- being vigilant in identifying individual pupils' attendance patterns and promptly reporting concerns to senior leaders;
- providing individualised support and intervention to pupils who are struggling with attendance, as required;
- supporting pupils with special educational needs to ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities;
- recognising children's attendance to school;
- reporting any safeguarding concerns related to a child's attendance promptly.

3.8 **Parents/carers** play an essential role in supporting good attendance and their involvement and commitment to their child's education can have a significant impact on attendance rates. Your responsibilities include:

- establishing a daily routine that includes regular and punctual school attendance and emphasise the importance of attending school regularly and on time;
- encouraging a positive attitude towards education, discussing the value of school and the opportunities it provides for your child's future;
- promoting good health practices that mean your child is less likely to miss school due to illness, including proper nutrition, regular exercise and adequate sleep;
- encouraging your child to form positive relationships with their peers;
- understanding the consequences of school absence;
- supporting your child's learning by showing an interest in their homework;
- participating in parent evenings and meetings;
- celebrating your child's achievements and milestones at school and recognise their efforts and successes to boost their self-esteem and motivation;
- informing the School promptly if your child is going to be absent;
- monitoring your child's progress and attendance, being aware of any changes in attendance patterns that may signal underlying issues and communicating any concerns to school;

- seeking support from school, healthcare professionals or other relevant agencies if your child is facing challenges that affect attendance and keep school staff informed of any such involvement;
- working collaboratively with school staff to address any attendance issues, exploring support and intervention if necessary.

3.9 **Pupils** themselves play a significant role in attending school regularly and ensuring their educational success. Their responsibilities include:

- a commitment to attend school regularly, understanding that this is essential for gaining knowledge, skills and opportunities for the future;
- striving to arrive at school on time each day;
- maintaining a positive attitude towards school and learning, being open to new experiences and willing to engage in classroom activities;
- taking responsibility for their own education by completing homework on time and ensuring they have the necessary equipment for school;
- building positive relationships with peers, being friendly, respectful and inclusive in all interactions with other pupils;
- respecting school staff, including following instructions, being courteous and seeking help or clarification when needed;
- taking ownership of their learning by asking questioning, seeking clarification when needed and demonstrating curiosity about various subjects;
- following safety guidelines and rules at school to ensure their wellbeing;
- maintaining a healthy lifestyle through proper nutrition, regular exercise and adequate sleep to reduce the risk of illness-related absences;
- communicating to parents/carers reasons for not being able to attend school so that school can be informed;
- seeking support from a trusted adult when facing challenges that affect attendance.

4 Safeguarding Children and Attendance

- 4.1 The School follows *Keeping Children Safe in Education* statutory guidance.
- 4.2 Securing good attendance is a fundamental responsibility within our duty to safeguard and promote the welfare of children (*Working Together to Safeguard Children*, DfE).
- 4.3 The School has a duty to safeguard the welfare of all pupils. Any concerns about a child's attendance will be investigated promptly to ensure their wellbeing.
- 4.4 Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

5 Attendance and Punctuality Expectations

- 5.1 The school day begins at XXXX and ends at XXXX.
- 5.2 Morning registration opens at XXXX and closes at XXXX, and afternoon registration opens at XXXX and closes at XXXX. These registration times apply to all year groups. Children are expected to arrive on time and attend all scheduled lessons and activities.
- 5.3 Schools have a statutory duty to keep an accurate attendance register, which will be maintained in accordance with statutory requirements and government guidelines. Attendance will be recorded using the DfE's statutory attendance codes for each half day of school (see Appendix C for further detail). No pupil will be marked present unless actually in the room when the register is taken.

6 Our Approach to Securing Good Attendance

- 6.1 Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity and ultimately promote intrinsic motivation among our pupils, families and staff.
- 6.2 The School aims to ensure that all pupils attend regularly and on time to enable them to take full advantage of the educational opportunities available to them. Regular, punctual attendance is valued and positively encouraged for all pupils. Excellent attendance and punctuality will be recognised. The School's recognition-based system includes the following recognition and incentives:

- [detail school recognition and incentives – examples given below]
- positive comments/recognition from staff
- attendance certificates/assemblies
- merits
- phone calls/letters/postcards sent home
- school supplies, such as pens, pencils, stickers, book marks, etc.
- gift cards
- end of term/year party/movie
- additional school reward visits

- 6.3 To ensure a comprehensive approach to attendance, the School implements a multi-stage system of support. This involves three stages of intervention, with roles for teachers, school, children, parents/carers and external agencies, including the local authority.
- Stage one – Universal Approach: establishing a baseline universal attendance approach that benefits all children
 - Stage two – Internal Individualised Strategies and Early Help Support: tailoring strategies to individual needs and providing early help support for persistent attendance challenges
 - Stage three – Higher Needs Strategies Support: furnishing specialised support for children, young people and families with complex attendance requirements, including access to external agency support when necessary

Further detail relating to the types of support available within each stage can be found in Appendix A.

- 6.4 The School will challenge the attitude of those pupils, parents/carers and staff who give a low priority to attendance and punctuality.

7 Absence

- 7.1 A pupil is absent if they do not attend school for any reason. A pupil is also marked as having been absent if they arrive at school after the register has closed. Only the Principal has the authority to authorise or unauthorise absences. (See Appendix C for information on the DfE attendance codes for school registers.)
- 7.2 Absence is **authorised** for any pupil aged 4 to 19 for the following reasons:
- a genuine illness or sickness, that is not considered a minor illness or sickness
 - a medical or dental appointment which unavoidably falls within school time and for which the Principal has granted leave
 - a religious or cultural observance for which the Principal has granted leave
 - an absence due to a family emergency
- 7.3 Absence is **unauthorised** for the following reasons:

- parents/carers keeping their child off school unnecessarily or without reason
- truancy before or during the school day
- absences which have never been properly explained
- arrival at school after the register has closed
- absence due to shopping, looking after other children or birthdays
- absence due to day trips and holidays in term-time
- leaving school for no reason during the day

7.4 Excessive lateness will also be recorded as unauthorised absence. It is usually appropriate for parents/carers to send their children to school with mild illnesses or general cold symptoms such as a minor cough, runny nose or sore throat. Some children may be anxious about attending school and worry or mild or moderate anxiety, whilst sometimes difficult emotions, can be a normal part of growing up for many children and young people and being in school can often help alleviate the underlying issues; absence from school is likely to heighten a child's anxiety about attending in the future, rather than reduce it.

It is at the Principal's discretion whether an absence is authorised or unauthorised.

7.5 Absence will be classified as **persistent absence (PA)** when a pupil has an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. This is a significant cause for concern.

7.6 Children at **risk of persistent absence** have attendance that is consistently low and is becoming a concern. In most cases, we identify pupils who have missed 10 or more days of school as being at risk of persistent absence and will follow internal school procedures to support.

7.7 **Severe absence** is used to describe the most serious cases of non-attendance, where pupils have missed 50% or more of school time. There will be focus and support provided to these children who are absent from school more than they are present, as they may find it more difficult to be in school or face bigger barriers to attendance, and as such are likely to need more intensive support across a range of external agency partners. This will include the involvement of children's social care.

7.8 The terms and definitions above are important for tracking and addressing attendance issues and will be used to identify pupils who require support with their attendance. All registers will be checked and absences monitored on a regular basis. This is a collective responsibility, involving tutors/class teachers, senior leaders, administrators and the Attendance Welfare Officer. The School has a procedure in place to resolve unexplained absences as soon as possible, and in all cases within 5 school days of the session of absence.

7.9 The School uses data to target attendance improvement efforts to pupils and pupil cohorts who need it most. Our strategy for using data for identified groups of pupils (including those with special educational needs, looked after children, pupils eligible for free school meals, pupils from different ethnic groups, pupils who have an allocated social worker, and pupils at risk of persistent or severe absence) includes:

- [detail individual school strategy for use of data – examples given below]
- use of the School's Management Information System
- use of an attendance data tracker
- attendance data meetings

In addition to the promotion and incentivisation of good attendance, as outlined above, the School will also implement a range of strategies to address any barriers to attendance. Alongside this, the School will implement its escalation processes to alert parents/carers when concerns arise and work with families to improve attendance. Strategies will include early intervention, support for vulnerable families and intervention programmes, as well as ensuring that the school environment is positive and inclusive. Understanding the specific

factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance. Where there are concerns regarding a pupil's attendance, the following interventions may be implemented by the School:

- [detail individual school interventions – examples given below]
- telephone calls to parents/carers
- letters to parents/carers
- home visits (these can be pre-arranged or cold call visits)
- meetings with parents/carers and pupils to discuss any issues
- school mentoring
- attendance challenges
- attendance contracts
- Consideration to be given for referral to external support agencies, in conjunction with the LA. The School may work with [detail any local agencies the school works with]

- 7.10 If there is no improvement in a pupil's attendance following the School's interventions, the matter will be referred to the local authority for advice and possible legal action.
- 7.11 The School is legally required to provide the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly, or who have been absent without authorisation for a continuous period of ten school days.
- 7.12 The School's strategy for reducing persistent absence and severe absence incorporates all the strategies listed in the above sections and includes incentives, support and intervention, external agency support and an escalation process involving referral to the local authority. Further detail can be found in the School's multi-stage system of support in Appendix A.

8 Lateness

- 8.1 Pupils must attend registration on time to be given a present mark. Pupils who arrive after the start of registration but before the close without a genuine reason will be marked as 'late' and an appropriate sanction will be given in accordance with the School's Behaviour policy. Arrival after the close of registration will be recorded as an unauthorised absence.
- 8.2 It is the initial responsibility of the tutor/class teacher to address the issue of persistent lateness with the pupil and their parents/carers. If the School's sanctions have no impact on the persistent lateness and the parents/carers fail to support the School by ensuring their child arrives on time, the parents/carers will be informed in writing that the late arrivals will be recorded as unauthorised absences and they will be made aware of the consequences of this action.

9 Legal Framework and National Framework for Penalty Notices

- 9.1 Parents/carers of registered pupils have a legal duty under the Education Act 1996 (Section 444) to ensure that pupils of compulsory school age attend school on a regular and full-time basis. A child is of compulsory school age at the beginning of the term following their 5th birthday. If a child of compulsory school age fails to regularly attend school, then the parents/carers are guilty of an offence and may be referred to the local authority. Failing to ensure a child's regular school attendance can lead to legal consequences.
- 9.2 The School is responsible for liaising closely with the local authority's attendance service and will follow their standard approaches in managing attendance issues (see Appendix B for further information). Where all voluntary support options have not been successful, or have not been engaged with, the law protects pupils' right to an education and provides a range of

legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents/carers.

- 9.3 The national threshold for considering a Penalty Notice is 10 sessions (5 days) of unauthorised absence in a rolling period of 10 school weeks, which can span different terms or schools years. Penalty Notices may also be issued by the local authority in other cases where appropriate, for example where several term time holidays are taken, or for repeated absences for birthdays or other family events.
- 9.4 Penalty Notices are £160 per parent per child (reduced to £80 if paid within 21 days). A Penalty Notice cannot be issued for the same child if there is a third occasion of unauthorised absence in a 3 year rolling period and it is highly likely that the local authority will take direct prosecution action in the Magistrates' Court which can result in you receiving a criminal conviction. Please also be aware that any cases of extended periods of unauthorised absence, linked to holidays or trips away, are highly likely to result in prosecution action by the local authority.

10 Absence Procedures

- 10.1 Parents/carers must contact the School on the first day of their child's absence to provide the reason for the absence. They must maintain daily contact with the School on any subsequent days of absence.
- 10.2 The system used by the School is as follows:
[detail school system for reporting absence, including email addresses, phone numbers and contact names as appropriate]
- 10.3 If the School receives no contact from parents/carers regarding an absence, the following procedures will be followed:
[detail first day calling/safeguarding process, including home visits where appropriate]
- 10.4 Reasons for absence, either verbal or supported by written notes from a parent/carer, may not always be accepted as a satisfactory reason for the absence. If this is the case, the School will make formal representation to the parent/carer in writing to challenge the reason for absence that has been provided.
- 10.5 The School may request further evidence of a pupil's illness. This request will be put in writing to the pupil's parent/carer.
- 10.6 Appointments for a dentist, doctor or optician must be made outside of school hours whenever possible.
- 10.7 Medical evidence may be requested where clarification is needed to accurately record absence in the attendance register. (See Appendix C for further information on the DfE attendance codes.)
- 10.8 If a pupil is absent from school and no reason has been received and no contact can be made with the parents/carers, and there is a cause for concern, the Attendance Welfare Officer or a nominated member of staff will make a home visit. If there is no response from the home visit and the concern persists, the matter will be raised immediately with the safeguarding team.
- 10.9 If a reason for absence has been received and there is a concern regarding that reason, the Attendance Welfare Officer or a nominated member of staff will make a home visit. If there is no response from the home visit and the concern persists, the matter will be raised immediately with the safeguarding team.
- 10.10 Absences will only be authorised at the discretion of the Principal.

11 Leave of Absence Requests

- 11.1 All leave of absence for pupils must be authorised by the Principal and the Principal will determine how many school days a pupil may be absent from school if the leave is granted.
- 11.2 In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 the Principal will not authorise a leave of absence unless they consider there are exceptional circumstances relating to the application. Each application will be considered on its individual merits. In general, a holiday or other absence for the purpose of leisure and recreation will not be considered an exceptional circumstance.
- 11.3 Parents/carers must request leave of absence for their child in writing, using the Leave of Absence form [\[Individual academies detail how parents/carers can access the form.\]](#) The Principal can only consider applications for leave of absence which are made by the resident parent, i.e. the parent with whom the child normally resides. Sufficient information and notice must be provided to allow the Principal to consider all exceptional circumstances and notify parents/carers of their decision. The school may request further information or supporting documentation. Applications not made in advance cannot be authorised.
- 11.4 A letter confirming that the Leave of Absence form has been received and stating the Principal's decision will be sent to parents/carers within 7 school days of receipt of the form. Where an application has been refused, the child is expected to attend school on the dates set out on the request form. If they are absent during that period, the absence will be recorded as unauthorised. If additional days are taken before or after the requested period, these may also be considered part of the same absence.
- 11.5 Applications for leave of absence which are made in advance and refused will result in the absence being recorded as unauthorised. All matters of unauthorised absence related to a leave of absence will be referred to the local authority for them to consider issuing a Fixed Penalty Notice in line with their non-school attendance and Penalty Notices code of conduct. (A copy of this can be found on the local authority website). See section 9 of this policy for further information on Penalty Notices. The local authority may deem prosecution more appropriate in some cases.
- 11.6 If a Fixed Penalty Notice is issued and is not paid within the timeframe set out in that notice, the matter will be referred to the Local Authority's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.
- 11.7 The School will inform parents/carers of the possibility of the pupil's removal from the School roll, once safeguarding checks have been undertaken and the issue has been referred to the local authority, if the pupil does not return on the agreed date and no reasonable explanation is provided.

12 Non-Compulsory Age Pupils: Nursery

- 12.1 Although there is no legal requirement for a pupil to attend nursery, it is widely acknowledged that establishing routines including good attendance in early years reaps benefits when children become of compulsory age.
- 12.2 Registers will be taken for every pupil (of both compulsory and non-compulsory school age) whose name is listed in the admission register, and register codes will be used in line with DfE guidance (see Appendix C for further detail).

13 Non-Compulsory Age Students: Sixth Form

13.1 For sixth form students, it is important to establish routines in engaging with independent learning and semi structured days as this will empower them in their future in education, apprenticeship, university or the workplace.

13.2 Attendance has a significant impact on student progress, as highlighted in a published report which found that a typical student with attendance below 85% (29 days) will perform at least two grades lower than a student with attendance above 95% (Six Dimensions Report, 2019, Sixth Form College Association). In a competitive world, two grades represent a life-changing difference to a student's post-18 destinations.

13.3 *Attendance and punctuality expectations for sixth formers*

13.3.1 The sixth form day begins at XXXX and ends at XXXX.

13.3.2 Morning registration opens at XXXX and closes at XXXX, and afternoon registration opens at XXXX and closes at XXXX. Students are expected to arrive on time and attend all timetabled lessons, directed study sessions and tutor time.

13.3.3 Registers will be taken for every student (of both compulsory and non-compulsory school age) whose name is listed in the admission register, and register codes will be used in line with DfE guidance (see Appendix C for further detail).

13.3.4 Students should endeavour to achieve a consistently high level of attendance. The sixth form implements a multi-stage system of support and intervention, which outlines a clear and escalating approach where there are concerns regarding a sixth form student's attendance. This can be found in Appendix D.

13.3.5 Where there are concerns regarding a student's attendance, the following interventions may be implemented:

- [detail individual school interventions – examples given below]
- Telephone calls to parents/carers
- Letters to parents/carers
- Home visits
- Meetings with parents/carers and students to discuss any issues
- Attendance contracts

Where attendance at sixth form or to lessons remains a concern, consideration may be given to whether a student is suitably prepared for their examinations due to the amount of missed learning. Non-attendance may lead to a decision not to enter a student for examinations if they fall below the expected level of attendance.

13.3.6 Being punctual is essential and students are expected to arrive to all lessons, timetabled directed study and tutor sessions on time. If a student is late, the number of minutes they are late will be recorded on the register and a warning will be issued.

13.3.7 Once a student receives three warnings, or is cumulatively over 15 minutes late, their punctuality will be closely monitored for a period of two weeks. If this does not resolve the matter, a meeting will be arranged between the student and the Head of Sixth Form to discuss their punctuality, academic progress and wellbeing.

13.3.8 Excessive lateness will be recorded as unauthorised absence and the sixth form multi-stage system of support will be implemented (see Appendix D).

13.3.9 As part of our safeguarding requirement, students are required to wear their lanyards with their ID card visible at all times. Students are required to sign in and out of the school site using their ID cards. If this process is not followed, students are at risk of having this privilege removed.

13.3.10 Our approach to securing good attendance is reflected in section 6 of this policy. Excellent attendance and punctuality will be recognised. The sixth form's recognition-based system includes the following recognition and incentives:

- [detail school recognition and incentives – examples given below]
- positive comments/recognition from staff
- communication with home

13.4 ***Absence and absence procedures for sixth formers***

13.4.1 A student is absent if they do not attend sixth form for any reason or if they arrive after the register has closed. Only the Principal has the authority to authorise absences. In addition to the reasons outlined in section 7.2, absence is authorised for the following reasons:

- Attending a university open day or event
- Attending formal examinations or assessments for post-18 destinations
- Attending a work experience placement

13.4.2 If a student has a driving lesson during the school day, parents/carers are to inform us when this is taking place and that you give permission for them to attend their driving lesson. This is to support us with safeguarding your child. Students are not permitted to miss timetabled lessons, directed study or tutor time for this purpose.

13.4.3 Parents/carers must contact the sixth form on the first day of their child's absence to provide the reason for the absence. They must maintain daily contact with the sixth form on any subsequent days of absence. The system used by the sixth form is as follows:

[detail school system for reporting absence, including email addresses, phone numbers and contact names as appropriate]

13.4.4 If the sixth form receives no contact from parents/carers regarding an absence, the following procedures will be followed:

[detail first day calling/safeguarding process, including home visits where appropriate]

13.4.5 Sections 10.4 to 10.10 apply equally to sixth form students.

13.4.6 If a student has been continually absent from sixth form for 20 school days, and no valid reason has been provided during that time, the student may be taken off roll resulting in them no longer having a place at sixth form.

13.5 ***Leave of absence requests for sixth form***

13.5.1 All leave of absence for students must be authorised by the Principal and the Principal will determine how many school days a student may be absent from school if the leave is granted.

13.5.2 In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 the Principal will not authorise a leave of absence unless they consider there are exceptional circumstances relating to the application.

13.5.3 Holidays during term time will not be authorised under any circumstances.

13.5.4 Parents/carers must request leave of absence for their child in writing using the Leave of Absence form. [Individual academies detail how parents/carers can access the form.] The Principal can only consider applications for leave of absence which are made by the resident parent, i.e. the parent with whom the child normally resides.

14 Travellers

- 14.1 There is provision within legislation to permit Travellers to remove their child from full-time education whilst they are travelling, however this can only be done after the completion of 200 sessions (100 days) in an academic year. The parents/carers should be encouraged to attend school to discuss the pending period of absence prior to removing their child. It is at the discretion of the Principal whether or not to authorise this absence.

15 Elective Home Education (EHE)

- 15.1 Some parents/carers may choose to electively home educate their child. This means the child is removed from the school register and parents/carers take responsibility for providing education to their child at home.
- 15.2 The School would not usually recommend that parents/carers choose to electively home educate their child, as children's needs are best met in a school environment where professionals can offer their expertise and support. The decision to home educate a child is a significant one and places great demands on parents/carers.
- 15.3 Parents/carers who opt to electively home educate their child must inform the Principal in writing of this decision and the date from which they wish their child to be removed from the school roll. They will then usually be invited into school to discuss this decision.

Appendix A: Multi-Stage System of Support

[copy individual school stages here]

Appendix B: Local authority school absence process

[copy local authority school absence process here]

Appendix C: DfE Attendance Codes

Code /\ (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J1 (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.
- Where flexi-schooling is agreed and school has authorised absence for sessions not attended, these should be recorded using code C.
- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances. Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.

- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.

Classified as not a possible attendance for statistical purposes.
Code G (Holiday not granted by the school):
- Used when a pupil is absent for a holiday. - Classified as unauthorized absence for statistical purposes.
Code N (Reason for absence not yet established):
- Employed when the reason for a pupil's absence has not been determined before the register closes. - Schools must make efforts to ascertain the reason for absence promptly. - If the reason cannot be established within five school days, the absence must be amended to Code O. - Classified as unauthorized absence for statistical purposes.
Code O (Absent in other or unknown circumstances):
- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes. - Classified as unauthorized absence for statistical purposes.
Code U (Arrived in school after registration closed):
- Applied when a pupil arrives late after the register has closed but before the end of the session. - Schools should discourage late arrival and set a specific time limit for registering attendance. - Late arrival beyond the specified time results in the pupil being marked as absent. - Classified as unauthorized absence for statistical purposes.
Administrative Code Z (Prospective pupil not on admission register):
- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school. - Aims to streamline administrative processes.
Code # (Planned whole school closure):
Whole school closures that are known and planned in advance, e.g. half terms, bank holidays, use of whole school as a polling station

Appendix D: Sixth Form Multi-Stage System of Support

[copy individual school stages here]