



ATTENDANCE POLICY

JOYCE FRANKLAND ACADEMY, NEWPORT

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MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DIRECTOR OF INCLUSION
THIS POLICY WAS DISTRIBUTED TO:	ALL STAFF

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1. Contacts

Academy Name	Joyce Frankland Academy, Newport
Attendance Target	95%
Registration	8:40am
Registers close at	9:10am

Role	Name and role	Contact Details
Principal	Mrs D Warwick	01799 540237
Senior Attendance Champion	Mr L Gamble (Deputy Principal)	lgamble@joycefrankland.org 01799 540237
Attendance Officer	Mrs D Skinner	attendance@joycefrankland.org 01799 540237
Governor with responsibility for Attendance	Mrs M Sherwin	msherwin@anglianlearning.org
Academy Reception	Mrs Z McGonagle	01799 540237
Designated Safeguarding Lead	Mr L Gamble (Deputy Principal)	lgamble@joycefrankland.org 01799 540237
Reporting an absence	Mrs D Skinner	Report absence in ParentMail 01799 540237
Local Authority Attendance Officer	Ms J Pavlou	Joanne.Pavlou@essex.gov.uk

2. Introduction

Joyce Frankland Academy, Newport is committed to meeting our obligations with regard to school attendance, including those laid out in the Department of Education's (DfE's) statutory guidance on [working together to improve Academy attendance](#) 2024, through our whole-school culture and ethos.

Joyce Frankland Academy, Newport seeks to ensure that all its students receive an education which enables them to reach their full potential. Attendance in school has a widely evidenced and far-reaching impact on attainment, however, the significance goes beyond academic achievement.

Being present in school is crucial, not just for educational results but also for fostering vital social skills and a sense of belonging in children and adolescents. Regular attendance cultivates the friendships and social interactions that are fundamental to school life and development into emotionally resilient adults.

There is a strong link between good attendance and increased attainment. Students who regularly attend school make much better progress socially and academically. Regular attendance enables students to adapt better to routines, school work, and friendship groups.

Joyce Frankland Academy, Newport aims to work in partnership with parents and families, listening to and understanding any barriers to attendance and will work with them and other agencies to ensure that every child can get the best out of the educational opportunities provided.

We are committed to a whole school and community approach to attendance and a partnership relationship with parents and carers. Our aim is to ensure that all students experience a deep sense of belonging to their school community.

This policy is part of a suite of safeguarding and pastoral policies and should not be viewed in isolation. Policies include but are not limited to:

- Child Protection and Safeguarding Policy
- SEND Policy
- Behaviour for Learning Policy
- Behaviour and Equipment Policy
- Anglian Learning Alternative Provision Guidance
- Medical Needs Policy
- Mental health and wellbeing Policy

3. Aims

3.1 Joyce Frankland Academy, Newport aims to ensure that:

- High expectations are set for the attendance and punctuality of all students
- Every student has access to the full-time education to which they are entitled

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
 - We build strong relationships with families to make sure they have the support in place to attend school
 - Early action is taken to address patterns of attendance
 - All staff are aware of their responsibilities with respect to attendance and understand the correlation with safeguarding
 - Parents, carers, and students are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality
 - Students who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded
- 3.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including students, parents, staff, governors and trustees. It is fully incorporated into the whole school ethos and culture.

4. Legislation and guidance

- 4.1 This policy is based on the Department for Education's guidance [Working together to improve school attendance 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/121211/Working_together_to_improve_school_attendance_2024.pdf)
- 4.2 The Education Act 1996 states that:
- All students of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise
 - The Local Authority must provide school places to parents who wish their children to be educated at school
 - The school must complete attendance registers at the beginning of the morning session and during the afternoon session
 - The school must report to the Local Authority students who are absent for more than ten days without explanation
 - The Local Authority has a duty to ensure that parents fulfil their legal responsibilities
 - Failure by parents to ensure the regular attendance at school of a registered student is an offence punishable by law

[Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56/part-6) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26/part-3) - Part 3

- 4.3 Working together to improve school attendance (2024) also refers to:
- Part 7 of the [Education and Inspections Act 2006](https://www.legislation.gov.uk/ukpga/2006/42/part-7)
 - [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](https://www.legislation.gov.uk/uksi/2006/2681/regs-2006-2681)
 - [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](https://www.legislation.gov.uk/uksi/2013/1911/regs-2013-1911)
 - [Keeping Children Safe in Education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/121211/Keeping_Children_Safe_in_Education.pdf)
 - [Mental health issues affecting a pupil's attendance: guidance for schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/121211/Mental_health_issues_affecting_a_pupil's_attendance_guidance_for_schools.pdf)

5. Academy, Student and Family Partnership Expectations

What Joyce Frankland Academy, Newport expects of our students
That students attend, ready to learn by 8:40am.
Students are prepared for the day with appropriate equipment. See behaviour and equipment policy.
Students who arrive after 8:40 am report to student reception.
Students tell a member of staff if there are any problems which may prevent them from attending school.
Students arrive at all lessons on time.
What Joyce Frankland Academy, Newport expects of parents / carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibility.
Notify the school by reporting absence in ParentMail or calling the school on each day of absence by 8:30am and provide a reason for absence.
Complete a request form for absence in term time for exceptional circumstances. This is available on the academy website.
Inform the school in advance of medical appointments. Provide medical information / supporting documentation if required. Where possible arrange appointments outside of school hours.
Ensure all parental and child contact details are up to date and notify school immediately of any changes.
Where possible, provide the school with two emergency contact details.
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending. Engage with interventions designed to support attendance.
What parents/carers can expect from Joyce Frankland Academy, Newport
A broad, balanced education.
A whole school culture that promotes attendance through relational approaches that create a sense of safety and a sense of belonging.
Encouragement for good attendance and punctuality.
Regular communication with parents and carers with easy communication channels.

Support for families to address any barriers to attendance. Prompt action when a problem has been identified.
Where barriers are outside of school control, the school will work to support families to access any support they may need, including referrals to external agencies and services.
Efficient and accurate recording, monitoring and sharing of attendance data.
Contact with parents and carers on the first day when absence is unexplained.
Follow the DfE Medical Needs guidance for children who are failing to access education in school due to medical needs, putting in place Health Care Plans as required.
Working alongside other external services and teams to support attendance.

6. Roles and responsibilities

All members of staff have a responsibility to promote and support a culture of high attendance at Joyce Frankland Academy, Newport. All staff have a safeguarding responsibility for identifying trends in attendance and lateness, with the Principal having overall responsibility for the monitoring of attendance and lateness of every student. Where there are concerns, parents will always be informed by letter and/or a conversation and will be given the opportunity to come into school to meet with relevant staff.

A breakdown of the expectations of how different staff members play a critical role in both the promotion of good attendance and the safeguarding and monitoring of those who need support with attendance is outlined in **Appendix 1**.

7. Attendance Procedures

7.1 Attendance Register

The academy will keep an electronic attendance register and place all students on this register. There are two formal registration sessions a day.

Additional electronic registrations are taken at the start of every lesson by all teachers.

The register will mark whether every student is:

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

Any unexplained absence must be coded as unauthorised until a reason is given by parents / carers. This must be no later than 5 days after the session. Only the Principal may authorise or unauthorise an absence. The register can only routinely be amended where the reason for absence cannot be established at the time it is taken, and it is subsequently necessary to correct

the entry. Where amendments are made, the register will show the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name of the person who made the amendment. See **Appendix 2 Attendance Codes** for the DfE codes

7.2 Registration

- Registration takes place each morning at 8.40am and each afternoon at 12.25pm.
- Registers will close at 9:10am - 30 minutes after opening.
- Class teachers will enter a present mark (/) on the register for each student present and an absence code for any student that is absent.

7.3 Responding to lateness to AM and PM Registration

- Students arriving in the classroom after 8:40am when the register has been taken are deemed to be late and will be marked as L code.
- After 9.10am the student is deemed to be officially late / absent. Any student arriving after these times will be marked U, which is an absence code. In the case of an emergency, the register shows the student is on the premises, but they will not receive a present mark toward their overall attendance.

7.4 Responding to lateness for other registered sessions

- If a student is late to a lesson this can be disruptive and disturbing to the education of others as well as impacting on the individual's own learning.
- Parents / carers will be contacted if their child is regularly late.
- If a student is late to registration or a lesson, the school reserves the right to apply consequences in line with the Behaviour for Learning Policy and invite the student and their family in for a targeted meeting.

7.5 Unplanned absence

Each day of unplanned absence the student's parent / carer must: report the child as absent by notifying via ParentMail or calling the school on 01799 540237 before 8:30am

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

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

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

Children who are unable to attend school due to sickness and diarrhoea can return after they have been 48 hours clear.

Children with mild coughs, colds or sore throats who are otherwise well can continue to attend school. However, if they develop a high temperature they

should stay at home until their temperature has reduced and they are well enough to return to school. We expect children to attempt to come to school unless they are too unwell to complete basic tasks. We will contact you if they need to return home.

7.6 Planned absence

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

We encourage parents / carers to make medical and dental appointments outside of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

Other types of term-time absence should be applied for in advance of the requested absence, as detailed in section 8 Types of Absence

7.7 Responding to absence

Where any student does not attend, without reason, the school will

- Contact 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 may in some circumstances, make a home visit, call the police or inform social care on that day.
- Contact the parent / carer on each subsequent day that the absence continues without explanation, to ensure proper safeguarding action is taken where necessary.
- Where the academy has concerns over the welfare of a student or has not made contact with the parent / carer within three days, a welfare visit will be made.
- Contact other schools where any siblings attend
- Consider involving Local Authority Attendance Officers as well as other agency partners.
- Monitor repeated absences
- Be in touch with families where attendance drops below 95%.
- Communicate clear targets for improvement to student and parent or carer.
- Organise meetings and support to identify, remove and review barriers to regular attendance.
- Refer to the local authority attendance services for advice and possible legal action if attendance does not improve.

7.8 Reporting and rewarding good attendance

The academy will regularly inform parents about their child's attendance and absence levels via SIMS.

7.9 Use and retention of attendance data

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

We use data to monitor, identify and support individual students and groups of students when their attendance needs to improve.

Persistently and Severely Absent students are tracked and monitored carefully.

Information about these students is shared with other schools in the area, within Anglian Learning, with Local Authorities and other agencies.

Schools are required to submit their student attendance data to the Department of Education on a daily basis.

Schools are required to submit individual student data to the Local Authority where there has been:

- 10 consecutive days of unauthorised absence
- 15 consecutive days of illness

8. Types of Absence

Every half day of absence has to be classified by the academy as either authorised or unauthorised.

8.1 Authorised absences

Are for reasons such as illness, medical appointments or other unavoidable circumstances. In these instances, academies can grant a leave of absence when a student needs to be absent with permission. Examples are:

- Attending an interview for entry into an educational establishment or employment, when requested in advance.
- Study leave for public exams
- Religious Observance - only day(s) exclusively set apart for religious observance by the religious body to which the student's parents belong to.
- A temporary, time limited part-time timetable for exceptional circumstances
- Exceptional circumstances: the school will consider each request individually, taking into account individual facts and circumstances. The school may consult with Anglian Learning or the Local Authority to determine exceptional circumstances.

Parents who wish to make a request for a leave of absence may do so by completing a leave of absence form on the academy website at least 5 school days in advance of the absence [LOA-Application-Form-1.pdf](#) detailing the reasons for and length of the absence.

8.2 Unauthorised absence and term time holidays

Unauthorised absences are those which the school does not consider exceptional. These include but are not limited to:

- Tiredness / late night
- Minor illness and injury that does not impact on ability to learn or be in school
- Students who arrive late after the close of the register.
- Birthday celebrations
- Day trips
- Term time holidays

There is **no** entitlement in law for students to take time off during the term to go on holiday. The DfE does not consider the need for a holiday to be an exceptional circumstance.

Where a term time holiday is suspected or known about, and the national threshold is met (10 sessions of unauthorised absence within a 10 week period) the school will work with the Local Authority to issue a penalty notice.

(Appendix 4 Penalty Notices)

8.3 Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A student is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be an authorised or unauthorised absence. Absence at this level will cause considerable damage to any student's education and we need the full support and co-operation of parents to resolve this. All students who have attendance levels of 90% or below are considered to be a persistent absentee.

A student who has missed 50% or more schooling is defined by the government as '**severely absent**'. Students within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support. A school may make a referral to social services when a student is severely absent due to unauthorised absences.

9. Working with Students and Families

Students with the highest attainment at the end of Key Stage 4 have higher rates of attendance compared to those with the lowest attainment. Attending school is essential for students to allow them to get the most out of their educational experience.

Joyce Frankland Academy, Newport recognises that some students find it harder than others to attend school due to a medical need or a special educational need. We are committed to working collaboratively with students and parents to remove those barriers and to put support in place. Ways in which we may do this are:

- Supportive phone calls and emails home
- Student check in with form tutor/ class teacher
- Help to catch up on missed work and identify barriers to learning

- Pastoral support to identify and mitigate barriers/ anxieties surrounding school
- Reasonable adjustments to school provision and routines
- SEND assessments and referrals where appropriate
- Letters home advising of support available
- Informal and supportive meetings with the attendance team
- Offers of an Early Help Assessment or support from other agencies or services such as Health, Statutory Services or Social Care
- Consideration of alternative types of education in some circumstances where professionals indicate that medical or SEND needs cannot be met in school

We will work collaboratively with parents to support school attendance, but if the above approaches are not successful, legal sanctions will be considered where appropriate.

Further details on attendance processes at Joyce Frankland Academy, Newport: Appendix 3: Flow Chart of Attendance Processes)

10. Working with the Local Authority School Attendance Service

When the school have worked with families over a period of time and there has been no improvement in attendance patterns, then the school may decide to make a referral to the Local Authority Attendance Service. Prior interventions may include, but are not limited to: an attendance phone call, an attendance letter home, an Attendance Contract Meeting. A school record will be made of these interventions.

Before any referral to the Local Authority is made, the school will offer families a formal Attendance Contract Meeting in which support will be offered, actions identified and attendance targets set within a monitoring period.



- Joyce Frankland Academy, Newport works in partnership with the Statutory School Attendance Service to devise a strategic approach to attendance.
- The Senior Attendance Champion and the attendance staff will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for students whose attendance falls below acceptable levels.
- Action plans will be developed for persistently and severely absent students. (Persistently absent is below 90% and Severely Absent is below 50%) See Appendix 3: Flow Chart of Attendance Processes for detailed approaches.
- If parents / carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service.

Statutory intervention can include

- Penalty Notices
- Parenting Order
- Education Supervision Order
- Prosecution

Where a term time holiday is suspected and the National Threshold of 10 consecutive sessions of unauthorised absence are met, the school reserves the right to issue a penalty notice.

11. Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child has not attended school for 10 days without explanation or contact, they will be referred to the Local Authority as a Child Missing in Education. After 10 days of absence without explanation, your child is at risk of losing their school place.

12. Elective Home Education

It is a parent's right to be able to withdraw their child from school to educate them at home if they wish to. There are legal responsibilities parents / carers must fulfil if they wish to educate their child at home, which are monitored by the Local Authority. Please speak to the Principal in the first instance if you are considering this option.

Appendix 1

Anglian Learning Trustees and Executive Team
• Provision of Attendance framework, policy and resources. • Provision and development of Power Bi attendance software and staff training. • Oversight of the implementation of policies and the monitoring of attendance trends at a Trust level. • Reports to the Trust Board. • Strategic groups and improvement networks – training, sharing and development of best practice. • Monitoring visits and Blueprint enquiries.
Local Governing Body
• Approve and ratify any local amendments to the Attendance Policy. • Monitoring of attendance figures and processes, holding leaders to account where needed. • Oversight of the implementation of the Attendance Policy.
Principal
• Whole school culture that promotes the importance of high attendance through relational approaches with families and students and creating a sense of belonging to the school community. • Appointment of a senior leader as Senior Attendance Champion • Ensure that every member of staff knows and understands their responsibility for safeguarding and knows how this links with poor attendance. • Ensure that every member of staff knows and understands their responsibilities for attendance and receives training appropriate to their role. • Suitably resource support for attendance using Pupil Premium funding if necessary. • Analysis and awareness of school context in relation to local, Trust and national trends. • Report termly to the Local Governing Body and the Trust. • Complete the Anglian Learning Inclusion Blueprint evaluation. • Ensure that appropriate attendance data is shared with the DfE and LA, including those on temporary reduced timetables and those on a medical protocol. • Ensure the Attendance Policy is applied fairly and consistently and recognise the individual needs of students and their families who have specific barriers to attendance considering obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
Senior Attendance Champion
• Reinforcement of a whole school culture that promotes the importance of high attendance through relational approaches with families and students and creating a sense of belonging to the school community. • Oversight of attendance data. Weekly analysis of attendance reports and trends at a school and group level. Monitor trends • Sharing of attendance trends and information with the wider leadership team and agencies • Daily oversight of the timeliness and accuracy of attendance registers. • Training on attendance for all staff, including those completing induction • Develop and have oversight of the attendance strategy, monitoring and reviewing the impact of reward systems and raising awareness initiatives. • Clear communication of policy and day to day attendance protocols to staff and families, ensuring all are informed and aware of their attendance roles and responsibilities. • Work with other senior leaders, such as SENCo, PP lead and Designated Safeguarding Leads to develop short and medium term attendance strategies and interventions for groups of students and families • At least fortnightly meetings between safeguarding, SEND and pastoral staff to address any concerns about the attendance of vulnerable students and those on AP or reduced timetables. • Make decisions about FPNs, attendance contracts and Education Supervision Orders. • Liaise with PSHE and assembly leads, responding to attendance trends.

• Oversight of the records of families who have elected to EHE, in year transfers and follow up on welfare calls. Liaise with the Designated Safeguarding Lead around potential and ongoing CME cases. • Oversight of families with significant attendance concerns, making welfare calls and home visits as appropriate.
Designated Safeguarding Lead, SENCo, Pupil Premium leads
• Provide safeguarding and SEND support and advice to attendance colleagues as appropriate, including in response to term-time leave requests and CME cases, taking safeguarding action where necessary. • Inform agencies such as the LA SEND teams, Virtual School and Social Care of vulnerable student absences. • Make referrals to appropriate agencies as needed. • A minimum of a fortnightly meeting with the Attendance Officer / Team to review the attendance of the students on the school's Vulnerable List and agreeing any action needed. • Ensure all students who are Severely Absent have appropriate safeguarding plans in place and are monitored on My Concern. • Liaise with appropriate agencies and make timely referrals for students who experience EBSA, or who have medical / SEND needs supporting with the development of individual plans. • Carry out assessments / screeners where access to learning is identified as a barrier to school attendance.
Subject Teachers
• Reinforcement of a culture that promotes attendance through relational approaches and a sense of belonging. • Recognition that barriers to learning and difficulties accessing the curriculum can directly impact attendance levels. • Accurate recording of the attendance of all students on their class list including late and missing marks. • Highlight and report any anomalies in their class list. • Raise an alert if any student with a safety / risk plan is missing. • Support reintegration after periods of absence through ensuring that missed work is provided and support made available • Contact home in instances of repeat lateness and or truancy.
Pastoral / Support staff
• Reinforcement of a culture that promotes attendance through relational approaches and a sense of belonging. • Meetings with parents and students to understand the barriers to attendance and to develop good home school relationships. • Referrals to agencies and signposting of support as appropriate. • Delivery of targeted interventions if required. • Welfare calls and home visits.
Attendance Officer
• Daily registers, responsibility for updating and checking the accuracy of coding. Provide appropriate support and challenge to establish good registration practice. • Check the register to identify those students that have not registered in school – alert relevant people to locate students. • Check phone calls / emails / other messages from parents reporting absence. Record on MIS. • First Day phone calls to vulnerable students and families by 9.30 am. • First Day texts / emails home or phone calls for all other students and families by 10.30 am. • Record any communications with families on the appropriate system. • Where identified as part of their responsibility - daily monitoring of AP attendance and phone calls home. • Meet with attendance champion and pastoral leads at least fortnightly to identify absence patterns and identify those students / families that need interventions. • Undertake home visits in line with safeguarding responsibilities to engage families and ensure children are safe. • Co-ordinate and send attendance letters home. Organisation of meetings and ACMs. Liaison with the Local Authority attendance team as required to issue fixed penalty notices. • Respond to term time leave requests. • Implement children missing in education (CME) procedures when appropriate.

- Follow reporting procedures for parents who have requested to Home Educate their child(ren).
- Follow procedures when deleting a student from roll or transferring from another school.
- Meet with LAAO on the allocated visits to the school, who will also monitor the registers and follow up on any identified concerns.
- Monitor absences for illness and requests for leave to attend medical appointments
- Complete a Medical Needs Assessment on students with absences of 15 days during the school year.
- Where absences are recorded as unexplained, input the correct code as soon as the reason is ascertained, no less than 5 school days after the session.

Head of Year

- Promotion of a welcoming relational approach. A recognition that issues with bullying, child on child abuse or relational conflict can affect attendance.
- Assemblies, letters home, rewards.
- Promotion of extracurricular activities to engender a sense of belonging and engage - target specific students / groups.
- Use of reporting systems to quickly identify students whose attendance is declining below 95 %. Early supportive intervention and follow up at this stage.
- Weekly monitoring of attendance trends at a year group and individual level, identify families to receive attendance letters / ACMs.
- Keep parents and families up to date on their child's attendance and absence record – communicated in an accessible format.
- Hold or join attendance meetings and create individual attendance plans. Identify barriers to attendance, working with families to support improved attendance.
- Refer to appropriate agencies as required and signpost families to support.
- Co-ordination with teachers to support catch up work for students who have been absent.
- Communicate with teachers and form tutors if there are reasons as to why students cannot attend school.
- Monitoring of students off school for medical reasons, reduced timetables or alternative provision - oversight of welfare calls / meetings.

Form Tutor

- Promotion of a warm relational approach. Creation of a sense of belonging in form groups
- Welcome students each morning with genuine warmth. Pay particular attention to developing strong rapport with vulnerable groups.
- Form time promotion and reminders of attendance.
- Follow up with students in form who have been absent or have repeated lates. Early identification of trends.
- Check on students' wellbeing, social interactions and ensure they are provided with work to catch up on.
- Phone calls home to follow up on absences and offer support.
- Phone calls / postcards / reward points to celebrate good or improving attendance.

Teaching Assistants and Support Staff

- Reinforcement and promotion of a culture that promotes attendance through relational approaches and a sense of belonging.
- Report concerns regarding an individual student's attendance to the Head of Year or the attendance lead.
- Delivery of targeted interventions as required.
- Follow up of students who have been absent as required.
- Check ups on student wellbeing and social interactions - understanding that relational conflict, child on child abuse and bullying can have an impact on attendance rates.

Appendix 2 Attendance Codes

Code	Meaning	Type
/ \	Present at the school / morning / afternoon	Present Mark
B	Attending any other approved educational activity	Present Mark
C	Authorised circumstance (see next page for breakdown)	Authorised Absence
D	Dual registered at another school	Present Mark
E	Suspended or permanently excluded and no alternative provision made	Authorised Absence
G	Holiday not granted by the school or days in excess	Unauthorised Absence
I	Illness (not medical or dental appointment)	Authorised Absence
J1	Leave of absence for the purpose of attending an interview for employment or admission to another educational institution	Authorised Absence
K	Attending education provision arranged by the Local Authority	Present Mark
L	Late arrival before the registers have closed	Present Mark
M	Attended a medical appointment	Authorised Absence
N	Reason for absence not yet established	Unauthorised Mark
O	Absent in other or unknown circumstances	Unauthorised Absence
P	Participating in a sporting activity	Present Mark
Q	Unable to attend the school because of a lack of access arrangements	Not expected to attend
R	Religious Observance	Authorised Absence
S	Leave of absence for the purpose of studying for a public examination.	Authorised Absence
T	Parent travelling for occupational purposes, and the student has attended for at least 200 sessions in the preceding 12 months.	Authorised Absence
U	Arrived in school after registration closed	Unauthorised Absence
V	Attending an Educational Trip or Visit	Present Mark

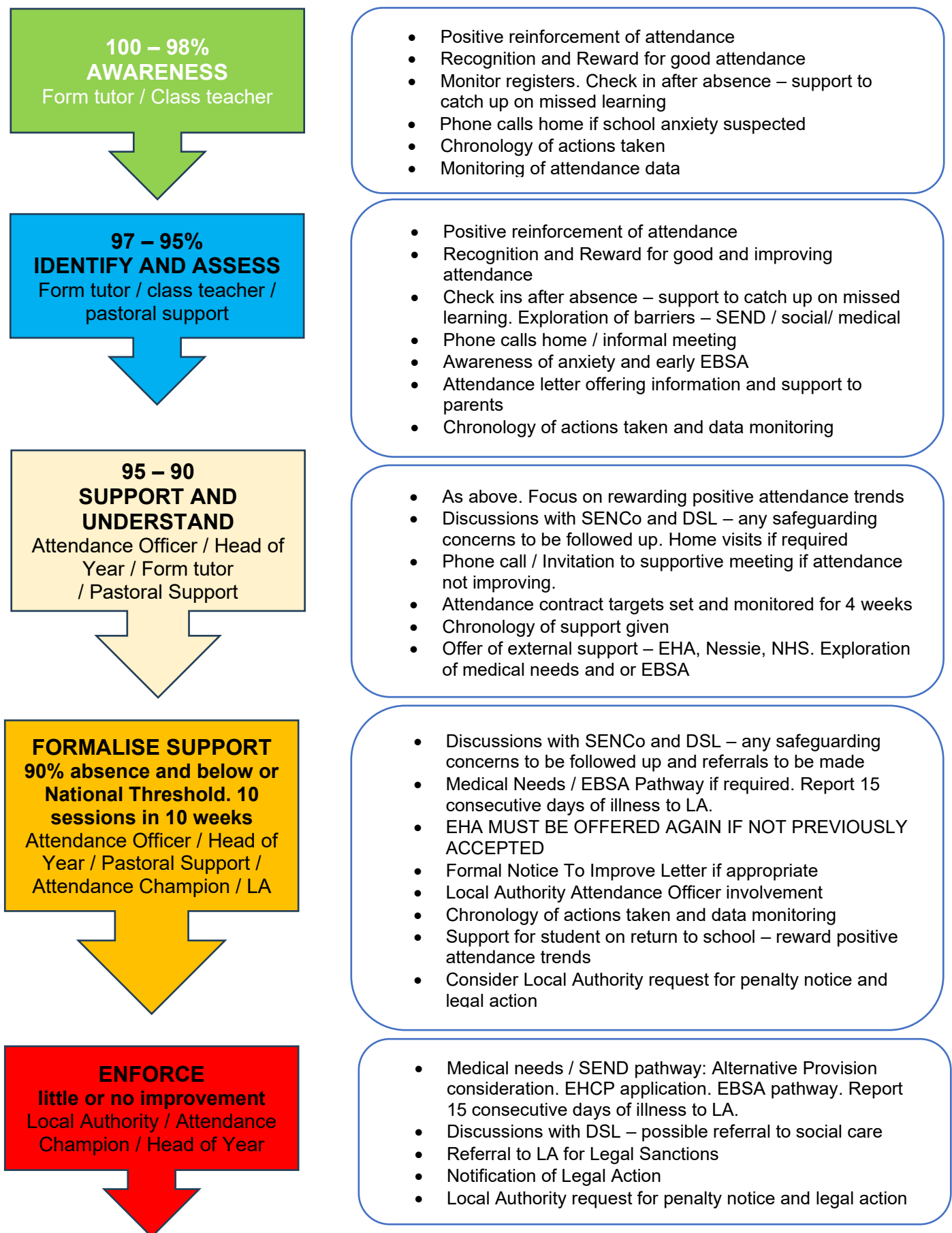
Code	Meaning	Type
W	Attending Work Experience	Present Mark
X	Non-compulsory school age student not required to attend school (only use when not timetabled to attend)	Not expected to attend
Y	Unable to attend school because of unavoidable cause (see next page for breakdown)	Not expected to attend
Z	Prospective or previous student not on admission register	Not expected to attend

Code	Meaning	Type
The Y code: Unable to attend school because of unavoidable cause, is broken down into the following sub codes to provide better differentiation of the reason:		
Y1	Unable to attend due to transport normally provided not being available	Not expected to attend
Y2	Unable to attend due to widespread disruption to travel	Not expected to attend
Y3	Unable to attend due to part of the school premises being closed. For example, this may be due to damage or teacher strikes.	Not expected to attend
Y4	Unable to attend due to the whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water, or heating.	Not expected to attend
Y5	Unable to attend as student is in criminal justice detention.	Not expected to attend
Y6	Unable to attend in accordance with public health guidance or law. Travel or attendance: contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease.	Not expected to attend
Y7	Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the student from attending. The unavoidable cause must be something that affects the student, not just the parent.	Not expected to attend

The C code: Authorised Absence is broken down into the following sub codes to provide better differentiation of the reason:

C	Leave of absence for exceptional circumstances. Where a leave of absence is granted, the school will determine the number of days a student can be absent from school. A leave of absence is granted entirely at the school's discretion.	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age student subject to a part-time timetable.	Authorised Absence

Appendix 3: Flow Chart of Attendance Processes



Appendix 4

Penalty Notices

New National Framework for poor school attendance and unauthorised leave in term time. Effective from 19 August 2024

Per Parent, Per Child

Penalty Notices will still be issued to each parent for each absent child

For example: two siblings are absent for unauthorised leave in term time will result in each parent receiving two separate fines.

Penalty Notices will be issued for:

Term Time Leave: 5 consecutive days or more
10 sessions of unauthorised absence and / or
lateness in a 10 week period

First Offence

The first time a penalty notice is issued, the amount will be £160 per parent, per child, if paid within 28 days.

(Reduced to £80 per parent, per child, if paid within 21 days.)

Second Offence

The second time a penalty notice is issued, the amount will be £160 per parent, per child, if paid within 28 days.

(There is no reduction for any early payment)

Third Offence

The third time a penalty notice is issued the case will be presented straight to the Magistrates Court.

Fines of up to £2500 per parent, per child, can be issued by the courts.

Name of Attendance Champion Mr L Gamble	Local Authority Attendance Team Ms J Pavlou
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