Chellaston Academy

Attendance Policy

Department:	Education
Policy Owner:	Director of Safeguarding & SEND
Date of issue:	January 2026
Date revised:	September 2026
Next review date:	June 2027

Revision History

Version	Date	Author	Summary of changes
2	18/9/2026	K. Skinner	Revised in accordance to updates in July 2026.

Contents

Contact Details 5
Our Vision 5
Introduction 6
Aims 6
Legislation and guidance 6
Roles and responsibilities 7
Recording attendance 10
Authorised and unauthorised absence 13
Strategies for promoting attendance 16
Supporting pupils who are absent or returning to school 16
Attendance monitoring 18
Monitoring arrangements 19
Links with other policies 20
Appendix 1: Attendance Codes 21

Contact Details

Role	Name	Email	School/Academy Phone Number
Headteacher/Principal	**Damian Leese**	**r.sande@chellaston.derby.sch.uk**	**01332 702502**
Senior Leader responsible for attendance **Sept-Christmas 2026**	**Laura Horvath** **Kate Skinner**	**l.horvath@chellaston.derby.sch.uk** **K.Skinner@chellaston.derby.sch.uk**	**01332 702502**
Attendance Officer/Administrator with responsibility for attendance	**Sharan Bola/Leah Reeve**	**s.bola@chellaston.derby.sch.uk** **l.reeve@chellaston.derby.sch.uk**	**01332 702502**

Our Vision

We're here everyday, unless we really can't be.

The vision at the Chellaston Academy is to fully develop and embed our values of Integrity, Care and Excellence.
We passionately believe that this will happen when students are on the curriculum pathway that suits their individual strengths, potential and aspirations. In addition, we are passionate about preparing all students for life in modern day Britain by supporting their academic curriculum with learning opportunities that will develop their personal character. Therefore, as a school,

we invest in developing the personal development of all students through our Personal Development curriculum.

Introduction

Tapestry Learning Partnership (Tapestry) believes that good attendance at school has a direct impact on both their learning and their social and emotional development. Attendance is a key factor in making good progress and achievement. Children and young people who miss a lot of school may feel left out and will not have the same shared experiences as their classmates and may find it difficult to follow what is going on in the classroom. Missing school trips, special events and break time may affect their ability to make friends at school. Being in school gives children and young people more time to interact with teachers and classmates. Irregular school attendance is a contributory factor in social exclusion and underachievement. We expect children and young people to attend regularly and arrive on time.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024 and updated 9th July 2026), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all children and young people
- Promoting good attendance and the benefits of good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every child and young person has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to make sure pupils have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

Legislation and guidance

This policy is based on the DfE's statutory guidance on working together to improve school attendance (applies from 19 August 2024/updated 9th July 2026) and school attendance parental responsibility measures. The guidance is based

on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

This policy also complies with Tapestry's Funding Agreement and Articles of Association.

Roles and responsibilities

The Board of Trustees

The Board of Trustees (the Board) is responsible for:

- Setting high expectations for all Tapestry Headteachers/Principals, staff, children and young people and parents/carers.
- Recognising and promoting the importance of school/academy attendance across Tapestry's policies and ethos.
- Making sure Tapestry and its' schools/academies have high aspirations for all children and young people and adapt processes and support to their individual needs.
- Monitoring attendance figures for the whole of Tapestry

The Headteacher/Principal

The Headteacher/Principal is responsible for:

- The implementation of this policy at the school/academy.
- Monitoring school-level absence data and reporting it to Governors and Directors of Education.
- Supporting staff with monitoring the attendance of individual children and young people.
- Monitoring the impact of any implemented attendance strategies.
- Issuing fixed-penalty notices, where necessary.
- Working with the parents of children and young people with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for children and young people with SEND, including where school/academy transport is regularly being missed and where children and young people with SEND face in-school barriers.

- Communicating with the Local Authority when a child or young person with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the child or young person's needs.
- Communicating the school/academy's high expectations for attendance and punctuality regularly to children, young people and parents/carers through all available channels.

Tapestry Attendance Team

The Tapestry attendance team is responsible for:

- Driving attendance improvement across Tapestry.
- Working more intensively with schools/academies who require support to improve attendance.
- Acting as a central contact point for schools/academies with attendance queries.
- Liaising with the DfE's regional teams for advice about wider support programmes.
- Regularly reviewing and challenging attendance data and helping school/academy leaders focus improvement efforts on individual children and young people or cohorts who need it most, through termly attendance review meetings with each individual school/academy.
- Working with school/academy leaders to set goals or areas of focus for attendance and providing support and challenge.
- Ensuring dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.
- Reporting to the Board on all aspects of attendance across Tapestry.

The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the academy.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff.
- Liaising with children and young people, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with children and young people and their parents/carers.
- Delivering targeted intervention and support to children and young people and their families.

The School Attendance Officer at each academy is responsible for:

- Monitoring and analysing attendance data (see Attendance Monitoring).
- Benchmarking attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the Headteacher/Principal.
- Working with Education Welfare Officers to tackle persistent absence.

The Attendance Officer is Sharan Bola or Leah Reeve can be contacted via 01332 702502 over via s.bola@chellaston.derby.sch.uk/ l.reeve@chellaston.derby.sch.uk.

Class teachers/form tutors
All class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office for checking.

In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children and young people.

Teachers should:
- Monitor the daily attendance of their children and young people. They should maintain accurate attendance records, noting both present and absent students.
- Encourage children and young people to arrive at school/academy on time each day. Punctuality is essential for a smooth start to the school/academy day and minimises disruptions in the classroom.
- Identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the child or young person, their parents/carers and relevant support services.
- Maintain open lines of communication with parents/carers attendance. They should inform parents of any concerns about a child or young person's attendance or punctuality.
- Provide academic and emotional support to children and young people who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- Strive to create a positive and welcoming classroom environment where children and young people feel motivated and engaged. Be alert to potential barriers to attendance, such as bullying, health issues or family problems. Identifying these barriers and reporting them to school/academy staff can lead to effective interventions.

Office staff
Office staff will:
- Take calls from parents/carers about absences on a day-to-day basis and record on the school system.

Parents/carers

Where this policy refers to a parent/carer, it refers to the adult the school/academy and/or Local Authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not.
- All those who have parental responsibility for a child or young person.
- Those who have day-to-day responsibility for the child or young person (i.e. lives with and looks after them).

Parents/carers are expected to:

- Make sure their child or young person attends every day, on time.
- Call the school/academy to report their child or young person's absence before 9am on the day of the absence (and each subsequent day of absence) and advise when they are expected to return or email on attendance@chellaston.derby.sch.uk
- Provide the school/academy with at least 2 emergency contact numbers for their child or young person.
- Ensure that, where possible, appointments for their child or young person are made outside of the school/academy day.
- Keep to any attendance contracts that they make with the school/academy and/or Local Authority.
- Seek support, where necessary, for maintaining good attendance, by contacting the school, healthcare professionals or relevant agencies.

Children and Young People

Children and young people are expected to:

- Attend school/academy every day, on time.
- Call the school/academy to report their absence at 9am on the day of the absence and each subsequent day of absence.

Recording attendance

Attendance register

We will keep an electronic attendance register and place all children and young people onto this register.

We will take our attendance register at the start of the first session of each school/academy day and once during the second session. We will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment

- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:
- [For children and young people of compulsory school age] Whether the absence is authorised or not
- The nature of the activity where a child or young person is attending an approved educational activity
- The nature of circumstances where a child or young person is unable to attend due to exceptional circumstances

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

The school/academy day starts at 08.30 and ends at 15.00.

Children and young people must arrive in school/academy by 08.30 on each school day. The register for the first session will be taken at 08.30 and will be kept open until 09.00.

Unplanned absence
The child or young person's parent/carer must notify the school/academy of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible, by calling the school/academy office, who can be contacted via 01332 702502 or emailing attendance@chellaston.derby.sch.uk .

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

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school/academy may ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

Planned absence
Attending a medical or dental appointment will be counted as authorised as long as the child or young person's parent/carer notifies the school/academy in advance of the appointment.

Please notify the school at least 24 hours in advance where appointments have been made. Please notify via telephoning reception on 01332 702502, or by emailing attendance@chellaston.derby.sch.uk .

However, we encourage parents/carers to make medical and dental appointments out of school/academy hours where possible. Where this is not possible, the child or young person should be out of school/academy for the minimum amount of time necessary.

The child or young person's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to Authorised and Unauthorised Absence section to find out which term-time absences the school/academy can authorise.

Lateness and punctuality

A child or young person who arrives late:

- Students arriving after 8:30am but before 9am will be coded as L by the PD tutor/coach or reception staff. A late detention will be issued to those students who are late without a valid reason. Lates to school are closely monitored by the Pastoral team.
- After the register has closed at 9am a pupil will be marked as absent, using the appropriate code 'U' which signifies that the pupil arrived after the official closing of the register and denotes an unauthorised absence. (Persistent lateness may result in a referral to the School Inclusion and Attendance Officer at Derby City Council , and a Fixed Penalty Notice may be issued.)

Following up unexplained absence

Where any child or young person we expect to attend school/academy does not attend, or stops attending, without reason, the school will:

- Call the child or young person's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. This may be followed up with a text message or email from the attendance team to verify the reasons for absence and whether additional support is required. If the school/academy cannot reach any of the child or young person's emergency contacts, the school/academy may complete a home visit or if a child is absent for 3 days in a row due to illness or other circumstances, a member of the pastoral team may phone home out of courtesy, to see if there is anything further the school can do to support.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the child or young person was absent.
- Call the parent/carer on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where

necessary. If absence continues, the academy will consider involving an Education Welfare Officer.
- Where relevant, report the unexplained absence to the child or young person's Youth Offending Team Officer.
- Where appropriate, offer support to the child or young person and/or their parents/carers to improve attendance.
- Identify whether the child or young person needs support from wider partners, as quickly as possible, and make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention.

Reporting to parents/carers

The academy will regularly inform parents/carers about their child or young person's attendance and absence levels.

Authorised and unauthorised absence

Approval for term-time absence

The Headteacher/Principal will allow children and young people to be absent from the school/academy site for certain educational activities, or to attend other schools or settings.

The Headteacher/Principal will only grant a **leave of absence** to a child or young person during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad.
- Attending an interview.
- Study leave.
- A temporary, time-limited part-time timetable.
- Exceptional circumstances.
- A leave of absence is granted at the Headteacher/Principal's discretion, including the length of time the child or young person is authorised to be absent for.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The academy considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with the leave of absence request form, available here and also accessible via the academy website 'Attendance' page. The Headteacher/Principal may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see Planned and Unplanned Absence section for more detail).
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the child or young person's parent(s)/carer(s) belong(s). If necessary, the school/academy will seek advice from the parent/carer's religious body to confirm whether the day is set apart.
- Parents/carers travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school/academy, but it is not known whether the child or young person is attending educational provision.
- If the child or young person is currently suspended or excluded from academy (and no alternative provision has been made).

Other reasons the school/academy may allow a child or young person to be absent from the school/academy site, which are not classified as absences, include (but are not limited to):

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

Sanctions

Our academy will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The Headteacher (or someone authorised by them), Local Authority or the police can fine parents/carers for the unauthorised absence of their child or young person from school/academy, where the child or young person is of compulsory school age, by issuing a penalty notice.

If the academy issues a penalty notice, it will check with the Local Authority before doing so and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the academy will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks).
- Whether a penalty notice is the best available tool to improve attendance for that child or young person.
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

A penalty notice may also be issued where parents/carers allow their child or young person to be present in a public place during academy hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the academy has notified the parents/carers that the child or young person must not be present in a public place on that day).

Each parent/carer who is liable for the child or young person's offence(s) can be issued with a penalty notice, but this will usually only be the parents/carers who allowed the absence.

The payment must be made directly to the Local Authority, regardless of who issues the notice. If the payment has not been made after 28 days, the Local Authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parents/carers must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parents/carers in respect of the same child or young person, the parents/carers must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parents/carers in respect of the same child or young person within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

Where a student's attendance falls below a certain threshold, consideration will be given to the issuing of a penalty notice (fine) in line with the National Framework. The threshold for consideration for this is set nationally at: 10 sessions of unauthorised absence in a rolling period of 10 school weeks. (E.g. 6 holiday sessions plus 4 times arriving after 9am in a 10-week period).

The sessions do not have to be consecutive. (Note 1 school day = 2 sessions, morning and afternoon) When this threshold is met the school will consider whether further support is appropriate without a fine or whether a parent should

be referred to the local authority for the issuing of a fine (e.g. unauthorised holiday in term time).

Where support is not having an impact or not engaged with parents will be issued with a 'Notice to Improve'. This will outline specific timelines and targets for improvement in attendance. Where this is not met consideration for referral for a fine will be made. Only two fines can be issued to the same parent in respect of the same child within a three-year rolling period. A third penalty notice cannot be issued, and, in such cases, alternative action will be taken which can include prosecution.

Notices to improve will be issued in line with processes set out in the local code of conduct for the Local Authority area in which the child or young person attends school/academy.

They will include:

- Details of the child young person's attendance record and of the offences.
- The benefits of regular attendance and the duty of parents/carers under section 7 of the Education Act 1996
- Details of the support provided so far.
- Opportunities for further support, or to access previously provided support that was not engaged with.
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.
- A clear timeframe of between 3 and 6 weeks for the improvement period.
- The grounds on which a penalty notice may be issued before the end of the improvement period.

Strategies for promoting attendance

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.

We will always take a support-first approach to attendance, and believe the most effective strategy to promote attendance is to create an inclusive culture. See Appendix 2 for our specific strategies and attendance support flow.

Supporting children and young people who are absent or returning to school

The academy will work in partnership with the child and young person and their parents/carers to put in-school/academy support in place and working with the Local Authority and other agencies where external support is needed (and available). This includes regularly reviewing and updating the support approach to make sure it continues to meet individual needs.

These include:

Children and young people absent due to complex barriers to attendance

Children and young people returning to school/academy after a lengthy or unavoidable period of absence

- The academy will work with children and young people and their parents/carers to mitigate anxious feelings and communicate expectations of regular attendance.
- Establish strategies to remove in school/academy barriers for these children and young people.
- Ensure joined up pastoral care is in place.
- Make referrals to, and work with other agencies, as appropriate.
- Ensure regular data monitoring.
- Consider whether a time limited phased return would be appropriate (in line with Part Time Timetable expectations, as outlined by Tapestry).

Children and young people absent due to mental or physical ill health

- The academy will work with parents/carers to develop good support for children and young people with physical or mental health conditions.
- The academy will consider adjustments to practice and policies to help meet the needs of children and young people who are struggling to attend, as well as making formal reasonable adjustments under Section 20 of the Equality Act 2010 where a child or young person has a disability. Any adjustments should be agreed by and regularly reviewed with the child or young person and their parents/carers.
- The academy will ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school/academy would be appropriate, for example for those affected by anxious feelings about school/academy attendance.
- The academy will make a sickness return to the Local Authority if a child or young person is recorded in the attendance register as absent using code I (unable to attend because of sickness), and there are reasonable grounds to believe the child or young person will have to miss 15 consecutive academy days or more for illness or the child or young person's total number of academy days missed during the current school/academy year because of illness (whether consecutive or cumulative) will reach or exceed 15 academy days.

Children and young people absent due to SEND

- The academy will work in partnership with parents/carers to develop specific approaches including, where applicable, ensuring the provision outlined in the child or young person's education, health and care plan is accessed.
- The academy will work in partnership to help support routines where academy transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main academy day.
- Establish strategies for removing the in-school/academy barriers these children and young people face, including considering support or reasonable

adjustments for uniform, transport, routines, access to support in school/academy and lunchtime arrangements.
- Consider adjustments to practice and policies to help meet the needs of children and young people who are struggling to attend school/academy, as well as making formal reasonable adjustments under Section 20 of the Equality Act 2010 where a child or young person has a disability. Any adjustments should be agreed by and regularly reviewed with the child or young person and their parents/carers.

Attendance monitoring

Monitoring attendance

The academy and Tapestry Trust will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the academy and at an individual child and young person, year group and cohort level.

Specific child and young person information will be shared with the DfE on request.

Data will be collected each term and published at national and Local Authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The academy will benchmark its attendance data at whole academy, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with Governors

Analysing attendance

The academy and Tapestry will:
- Analyse attendance and absence data regularly to identify children and young people, groups or cohorts that need additional support with their attendance.
- Identify children and young people whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.
- Conduct thorough analysis of half-termly, termly and full-year data to identify patterns and trends.
- Look at historic and emerging patterns of attendance and absence and then develop strategies to address these patterns.
- Identify attendance patterns across Tapestry to identify common issues and barriers and share effective practice between schools/academies.

Using data to improve attendance

The school/academy and Tapestry will:
- Develop targeted actions to address patterns of absence (of all severities) of individual children and young people, groups or cohorts that it has identified via data analysis.

- Provide targeted support to the children and young people it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their parents/carers (see below section).
- Provide regular attendance reports to facilitate discussions with children and young people and their parents/carers, and to the Governors and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Share information and work collaboratively with other schools in the area, Local Authorities and other partners where a child or young person's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific children or young people, where appropriate

Reducing persistent and severe absence

Persistent absence is where a child or young person misses 10% or more of school, and severe absence is where a child or young person misses 50% or more of school. Reducing persistent and severe absence is central to the academy's strategy for improving attendance.

The academy will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education.
- Hold regular meetings with the parents/carers of children and young people who the academy and/or Local Authority considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school/academy.
  - Listen and understand barriers to attendance.
  - Explain the help that is available.
  - Explain the potential consequences of, and sanctions for, persistent and severe absence.
  - Review any existing actions or interventions.
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the Local Authority, where relevant.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these children and young people. In doing so, the school/academy will sensitively consider some of the reasons for absence.
- Implement sanctions, where necessary (see Sanctions section, above).

Monitoring arrangements

This policy will be reviewed as guidance from the Local Authority and/or DfE is updated, and as a minimum every three years by the Tapestry Attendance Team.

Links with other policies

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy

Appendix 1: Attendance Codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed at 9am.
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment

S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency

Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered

#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Strategies to Support Attendance

We are in school every day, unless we really can't be.
We strive to create a welcoming and inclusive environment that builds a sense of belonging and connection for all pupils. All pupils engage with their attendance on a weekly basis in form time. There is opportunity for all students to gain recognition for good and improved attendance and punctuality each week, regardless of their attendance. It is not 100% or nothing!

1-4 days absence
Monitoring by tutor, including return to school 'check ins' and discussions during form each week to ensure there are no additional barriers or issues. You may receive wellbeing calls from your child's DHOY if they are absent for a few days in a row. This is to ensure students still feel connected and to reduce any anxiety upon their return.

5 –9 days absence
DHOY will make contact to ascertain reasons/barriers to attendance and suitable interventions may be put in place.
Students will be placed on the Attendance Risk Register to enable us to record interventions and monitor.
You may receive more regular phone calls if your child is not in school.

10-14 days absence—Risk of Persistent Absence.
Attendance and Family Support Officer reviews reasons/barriers and begins Tier 2 interventions as needed. This may include referrals to external support agencies.
Parent/Carer meeting will be held, and an attendance plan and/or contract may be co-created.

15-18 days absence—High risk of Persistent Absence.
Tier 3 interventions may begin, including making any multi-agency referrals, for example to Early Help, Education Welfare Service (EWS) or Education Health Needs Panel.
Attendance plan or contract will be reviewed an amended.

19+ days absence— recorded as Persistently Absent with the Local Authority
The EWS will consider a fixed penalty notice and further legal action including an Education Supervision Order. Details can be found at https://www.gov.uk/school-attendance-absence/legal-action-to-enforce-school-attendance

We aim to make early communication to reduce barriers in attending school. We believe in working in PARTNERSHIP at every stage.
Things to consider:
- Transport / Uniform / Equipment
- Physical/Mental Health
- EBSNA
- Medical appointments
- Family Circumstances

We use ATTEND toolkit questionnaires to support the identification of barriers, especially where EBSNA may be present.

This document is underpinned and supported by the Inclusion Graduated Response which outlines the interventions which may be undertaken at Tier 1-3

Examples of reasonable adjustments that might be offered can be found on our Academy website—Attendance page.