



Chellaston Academy

Integrity Care Excellence

Attendance Policy

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1.0 Statement of Intent

“Here every day, unless I really can’t be.”

At Chellaston Academy we believe that good attendance supports the school vision of realising our potential through integrity, care and excellence. We are proudly recognised as an Inclusive Attendance school. 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

The school will strive to provide a welcoming, caring environment, whereby each member of the school community is treated with unconditional positive regard.

All school staff will work with and support students and their families to ensure each student attends school regularly and punctually.

Our philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

To meet these objectives Chellaston Academy will establish an effective and efficient system of communication with students, parents, and appropriate agencies to provide mutual information, advice and support.

All attendance and punctuality monitoring procedures are applicable to all Sixth Form students.

2.0 Principles

1. To improve the overall percentage of students at school.
2. To make attendance and punctuality a priority for all those associated with the school including students, parents, teachers and governors.
3. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
4. To provide support, advice and guidance to parents and students.
5. To develop a systematic approach to gathering and analysing attendance related data.
6. To further develop positive and consistent communication between home and school.
7. To implement a system of recognition.
8. To promote effective partnerships with other services and agencies.
9. To recognise the needs of the individual student when planning reintegration following significant periods of absence.



3.0 Regulatory Framework

This policy meets the requirements of the [DfE's 'Working Together to Improve School Attendance'](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- [The Education Act 1996](#)
- [The Education Act 2002](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2010](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2011](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [Working Together to Improve School Attendance 2024](#)

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

This policy complies with our funding agreement and articles of association.

4.0 School Procedures

4.1 Attendance Register

Legal Framework

Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability, aptitude and to any special educational needs they may have, either by regular attendance at school or otherwise.

Section 444 of the Education Act 1996, states that if a child of compulsory school age, who is a registered student at a school, fails to attend regularly at the school, his/her parent is guilty of an offence.

A child is of compulsory school age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the year in which they reach the age of 16.

The Education (Student Registration) (England) Regulations 2006 require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session.



By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register.

The attendance register will be taken at the start of the first session of each school day and once during the second session. It will mark 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.

Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.

School Day

Pupils must arrive in school by 8:30 on each school day.

8:30-9am	Registration / Form Time
9-10am	Period 1
10-11am	Period 2
11-11:20	Break
11:20-12:20	Period 3
12:20-1:20	Period 4
1:20-2	Lunch
2-3pm	Period 5

The register for the first session will be taken at 8:35am and will be kept open until 9am. The register for the second session will be taken at 12:20pm.

4.2 Leave of Absence

- Head teachers shall not grant any Leave of Absence during term time unless they consider there are exceptional circumstances relating to the application.



- Parents do not have any entitlement to take their children on holiday during term time. Any application for leave must establish that there are exceptional circumstances and the Head Teacher must be satisfied that the circumstances warrant the granting of leave.
- Head Teachers will determine how many school days a child may be absent from school if the leave is granted.
- The school 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.
- Applications for Leave of Absence must be made in advance and failure to do so will result in the absence being recorded as “unauthorised”. This may result in legal action against the parent, by way of a Fixed Penalty Notice.
- Applications for Leave of Absence which are made in advance and refused will result in the absence being recorded as “unauthorised”. This may result in legal action against the parent, by way of a Fixed Penalty Notice, if the child is absent from school during that period.

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Education Welfare Service of Derby City Council: [Education Penalty Notice](#).

Further details on the framework for Penalty Notices can be found in Appendix 4

Each application for a Leave of Absence will be considered on a case by case basis and on its own merits.

4.3 Unplanned Absence

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by or as soon as practically possible (see also section 6).

Parents can do this by:

- contacting the reception help desk at Chellaston Academy on 01332 702502, or
- emailing the attendance mailbox on attendance@chellaston.derby.sch.uk

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask parents to provide medical evidence, such as a doctor’s note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

4.4 Medical or Dentist Appointments

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.



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

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

4.5 Lateness and Punctuality

A pupil who arrives late but before the register has closed will be marked as late, using the appropriate code.

A pupil who arrives after the register has closed will be marked as absent, using the appropriate code.

Students who arrive late to school will have ICE points deducted. Persistent lateness will also result in them making the time back during their social times.

4.6 Following Up on Absence

The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

If a child is absent from school, without notification from the parent/carers, the following will be initiated by the Deputy Heads of Year and Attendance Team:

- A phonecall will be made to all students who are not in school after close of register at 9.30 am.
- 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 needed.

(See 'First Day Response' protocol for further detail on subsequent actions)

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.

4.7 Persistent Absence

A student becomes a 'persistent absentee' (PA) when their attendance drops below 90% for any reason. Once a child has reached 19 days of absence, they will be considered Persistently Absent for the year. Absence at this level is causing considerable damage to a child's educational prospects.



All students who are considered to be at risk of becoming PA will be monitored and supported by the pastoral and attendance team.

All students who are PA will be referred to the school's EWO, and may also be referred to appropriate external agencies for targeted support.

If parents fail to engage with support and their child continues to have unsatisfactory attendance, a request may be made to the Local Authority to pursue legal proceedings.

Parents found guilty in a Magistrates' Court of failing to secure their child's regular attendance at school under the provisions of the Education Act 1996, will receive a criminal record and a maximum penalty of a £1000 fine under a Section (1) offence and a £2500 fine and up to a 3-month prison sentence, under a Section (1a) offence.

5.0 Authorised and Unauthorised Absence

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school or agreed provision for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school without reason, or for a reason which the school does not deem appropriate.
- 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 day trips and holidays in term-time which have not been Agreed.
 - Absence where the child has not engaged with a reintegration plan.
 - Absence where the family is subject to an Attendance Contract.

Deletions from the Register

In accordance with the Education (Student Registration) (England) Regulations 2006, students will only be deleted from the register when one of the following circumstances applies:

- The school is replaced by another school on a School Attendance Order.
- The student has ceased to be of compulsory school age.



- Permanent exclusion has occurred, and procedures have been completed.
- The death of a student.
- A student has transferred between schools.
- A student is withdrawn to be educated outside the school system.
- Failures to return from an extended holiday after both the school and the local authority have tried to locate the student.
- A medical condition prevents their attendance and return to the school before ending compulsory school-age.
- 20 days of continuous unauthorised absence have occurred, and both the local authority and school have tried to locate the student.
- A student has left the school, but it is not known where he/she has gone after both the school and the local authority have tried to locate the student.

6.0 Attendance and Monitoring

The attendance officer monitors pupil absence on a daily basis.

The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee.

Pupil-level absence data is 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. We compare our attendance data to the national average and share this with governors.

7.0 Roles and Responsibilities

Roles and Responsibilities are outlined in the [DfE's Summary Table of Responsibilities for School Attendance](#) (August 2024).

Contact details of key staff

Name of Staff Member	Roles and Responsibilities	Contact Details
Laura Horvath	Attendance Champion	l.horvath@chellaston.derby.sch.uk
Sharan Bola / Leah Reeve	Attendance Manager/Officer	attendance@chellaston.derby.sch.uk
Dani Eyre	Safeguarding Leader (DSL)	safeguardingteam@chellaston.derby.sch.uk
TBC	Governor for School Attendance.	

Governors



The governing board is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the headteacher to account for the implementation of this policy.

Headteacher

The headteacher is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to governors.

The headteacher also supports other staff in monitoring the attendance of individual pupils and issues fixed-penalty notices, where necessary.

Attendance and Family Support Officer

The attendance officer:

Monitors attendance data at the school and individual pupil level

Manages the attendance mailbox and amends the register in advance for those pupils who are known to be absent

Reports concerns about attendance via regular Inclusion Meetings with the pastoral team

Identifies and works proactively with students who are at risk of PA, and who become PA to identify barriers to attendance and interventions to overcome those barriers where possible

Works with the pastoral team to issue attendance letters to parents/carers

Works with education welfare officers to tackle persistent absence

Arranges calls and meetings with parents to discuss attendance issues

Conducts home visits to support the communication between home and school

Advises the headteacher when to issue fixed-penalty notices

Pastoral Team

Monitoring Attendance: monitor the daily attendance for their year group and send out communications to those pupils who have unexplained absence.

Identifying Barriers: alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

Early Intervention: identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Maintaining Communication: maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.



Providing Support: provide practical and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Teaching staff

Monitoring Attendance: Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

Promoting Punctuality: Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Maintaining Communication: Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Class teachers/form tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information via Go

Admin staff are expected to take calls from parents about absence and record it on the school system.



Attendance Champion

Developing and Implementing Attendance Policies: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

Community Engagement: Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Parents

Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.



Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records. Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

Attend Parent Evenings: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

Students

Children also play a significant role in attending school regularly and ensuring their educational success.

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.



Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

8.0 Monitoring Arrangements

This policy will be reviewed annually by the governing board. At every review, the policy will be shared with the governing board.

9.0 Links with Other Policies

This policy is linked to our:

Child Protection and Safeguarding Policy



Behaviour Policy

Child Missing in Education Policy

Appendix 1 – Attendance Codes

Coding Attendance in line with DFE guidance 2024:

Code A (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 J (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.

Pregnant pupils:



- 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 that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- 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.



Appendix 2 – Processes for Managing Attendance

Attendance Support Protocol

<p>We are in school every day, unless we really can't be.</p> <p>Universal offer = a welcoming and inclusive environment that builds a sense of belonging and connection for all pupils.</p>		
<p>1-4 days absence</p> <p>Monitoring by tutor, including return to school 'check ins' and discussions during BAM each week</p>		
<p>5 –9 days absence—pupil meeting, parent phone call. Placed on Attendance Risk Register. DHOY and tutor to ascertain reasons/barriers and monitor. Daily phone call if not in school for 2 days</p>	<p>Letter 1—support</p>	<p>N.b. referral to EWO for PN <i>can</i> be issued after 5 days</p>
<p>10-14 days absence—parent meeting</p> <p>Moderate risk of PA. ASW reviews reasons/barriers. Begins Tier 2 interventions as needed</p>	<p>Letter 2—concern</p>	
<p>15-18 days absence—attendance panel</p> <p>High risk of PA. Tier 3 interventions inc multi-agency referrals. E.g. EWO/Health</p>	<p>Letter 3—legal</p>	
<p>19+ days absence—attendance/education contract</p> <p>Risk of SPA. List monitored by Attendance Officer/EWO and contracts reviewed as agreed</p>		

Attendance is PROACTIVE.

We aim to make early communication to reduce barriers in attending school.

Things to consider:

- Transport
- Uniform / Equipment
- Motivations
- Issues in lessons
- Physical/Mental Health
- EBSNA

All students on Attendance Risk Register to be reviewed at Attendance Review Meetings (fortnightly)

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

Examples of reasonable adjustments that might be offered can be found [here](#)



Appendix 3 – Reducing Barriers – Information for parents/carers

How can we help? What can parents do to support?

Health concerns	<p>We can offer support through</p> <ul style="list-style-type: none">- School nurse- Referrals to external agencies- Adapted timetable- SEND support <p>Parents can support by</p> <ul style="list-style-type: none">- Contact medical professionals as appropriate- Keep evidence from GPs/hospital- Communicate with school any concerns
Travel and uniform issues	<p>We can offer support through</p> <ul style="list-style-type: none">- Loaning equipment and uniform- Breakfast club- Afterschool clubs- Support applying for B-line <p>Parents can support by</p> <ul style="list-style-type: none">- Ensuring school knows of any issues- Encouraging students to get buses on time- Encouraging students to wear the appropriate uniform
School issues	<p>We can offer support through</p> <ul style="list-style-type: none">- Peer group work- Reparation with staff- Pastoral team support <p>Parents can support by</p> <ul style="list-style-type: none">- Encouraging student to speak to staff- Communicating any issues with the school- Checking reports and class charts in a regular basis
Well-being concerns	<p>We can offer support through our graduated response including;</p> <ul style="list-style-type: none">- Wellbeing peer and mentor support- Personal development sessions- Website and planner page of support agencies- Early Help Assessment <p>Parents can support by</p> <ul style="list-style-type: none">- Visiting GP or A&E if concerns are serious- Communicating concerns with school



Appendix 4 – Penalty Notices

Penalty Notices (Anti-Social Behaviour Act 2003)

Penalty Notices will be considered when:

- A student is absent from school for the purpose of a holiday in term time and the absence has not been authorised for 10 sessions or more (5 days).

Amendments have been made to the 2007 penalty notices regulations in the Education (Penalty Notices) (England)

(Amendment) Regulations 2013. These amendments came into force on 1 September 2013.

The 2007 regulations set out the procedures for issuing penalty notices (fines) to each parent who fails to ensure that his/her children's regular attendance at school.

The procedure for issuing Penalty Notices will be in accordance with the Local Authority's Penalty Notice Protocol.

In the majority of cases, schools and local authorities will try and provide support to help you improve your child's attendance first, but if this isn't effective or the absence is for unauthorised term time holiday, parents may face paying a fine.

It's the responsibility of the local authority to decide when to issue fines to parents, meaning the process varies from council to council.

From August 2024, the fine for school absences across the country will be **£80 if paid within 21 days**, or **£160 if paid within 28 days**. This rate is in line with inflation and is the first increase since 2012.

In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160.

Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered.

If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500.

Money raised via fines is only used by the local authority to cover the costs of administering the system, and to fund attendance support. Any extra money is returned to the government.

Attendance Contract

An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would



benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000. Local authorities have the power to prosecute parents for various offences related to attendance: Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.