ATTENDANCE AND PUNCTUALITY POLICY
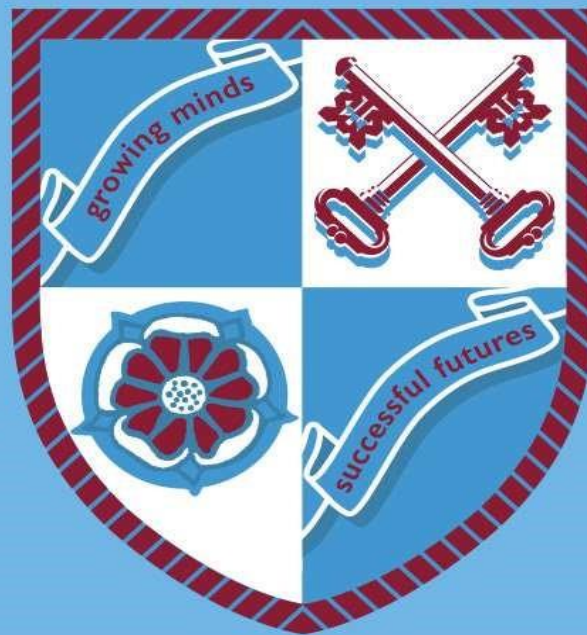
Reviewed by:	Headteacher	**Date:** July 2024
Approved by:	Full Governing Body	**Date:** 25 July 2024
Next review due by:	July 2025	

Introduction

The Staff and Governors at Warblington School are united in their belief that regular school attendance is the key to enabling students to maximise the educational opportunities available to them. Regular attendance helps children and young people to become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

Warblington School values all students. As set out in this policy, we will work with families to identify the barriers to achieving and maintaining excellent attendance and offer the right service at the right time to try to resolve any difficulties.

The Attendance Champion (Mrs J Fletcher AHT: Inclusion) and Attendance Officer (Mrs R Timson) will monitor attendance and use attendance data to identify any patterns of concern, whilst also celebrating success. Attendance concerns will be raised with parents/carers if reasons are not known by the school, e.g. a long period of illness. This information may be shared with the Local Authority following concerns in accordance with our Data Protection Policy and Privacy Notice. Where we have concerns, or lack of engagement from families to improve attendance, we will follow the schools escalated approach to improving attendance. The schools escalated approach is child-centred, prioritising support and developing strong working relationships with families. We will use the early help process to provide support prior to escalation and consider how we can work with families to enable all students to access their right to education.

Attendance figures for each student will be formally reported to parents/carers as part of their termly report, but are available daily for students and parents/carers through Arbor. We will also share a students' attendance profile if we have concerns regarding their attendance. Throughout the school year the Attendance Team will report on the overall attendance figures for particular groups of students, this will be closely monitored for support and reported to the Governing Body.

The law on school attendance and right to a full-time education

As indicated in Working Together to Improve School Attendance sections 10 to 13, it is the legal responsibility of every parent/carer to make sure their child receives an education. This means that their child must attend every day that the school is open, unless they are too unwell to attend or permission has been given in advance from the school. Regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided, especially for those children who are felt to be more vulnerable.

To support good attendance and safeguarding we will:

- Ensure the school is welcoming and every student feels a sense of belonging and connectedness.
- Ensure the school site is open at the stated times.
- Ensure the regular, efficient and accurate recording of attendance is complete by every tutor and class teacher each day. This further supports our approach to safeguarding within the school.

- Take safeguarding seriously and always contact home on the first day that a student is absent from school. If a student arrives late (after the close of registration), we will record their arrival at reception and transition them to class.
- Consider any requests for leave during term time individually. This will be aligned to the Local Authority code of conduct.
- Notify the Local Authority within 5 days if a new student is joining the school roll.
- Inform the Local Authority of students whose parents/carers have notified the school in writing and have opted for Elective Home Education.
- Work closely with the local Legal Intervention Team and Inclusion Team.
- Notify the Local Authority of Children Missing in Education – aligned to the DfE 2022 Attendance paper.

A whole school approach to supporting attendance at Warblington School

Securing good attendance at Warblington School cannot be achieved in isolation, and effective practices for improvement will involve working closely with other Leaders within the school. The Attendance Leader will work alongside the tutors, Heads of House and Curriculum Leaders and the Inclusion Team to facilitate a whole school approach.

The Strategic Approach

Warblington School is 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 Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. The School systems are modelled on the work of Professor Katherine Weare. (Framework for Promoting Well-Being and Responding to Mental Health in Schools) The emphasis is on developing a school culture and climate which builds a sense of connectedness and belonging to ensure all students can attend school and thrive. The approach ensures we prioritise building solid working relationships with students, and parents/carers, prior to escalation. The staged approach we follow ensures we identify triggers early that can lead to poor attendance issues such as mental health issues, lack of trust, communication and relationship breakdowns and the possible lack of networking opportunities both internal (in-school) and external (external agencies).

Aims

- School Attendance to meet set targets and reduce Persistent Absence (PA).

- Ensure Attendance is well managed within the school, with the appropriate level of resources allocated.

- Enable the school to make informed use of attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in Working Together to Improve School Attendance.
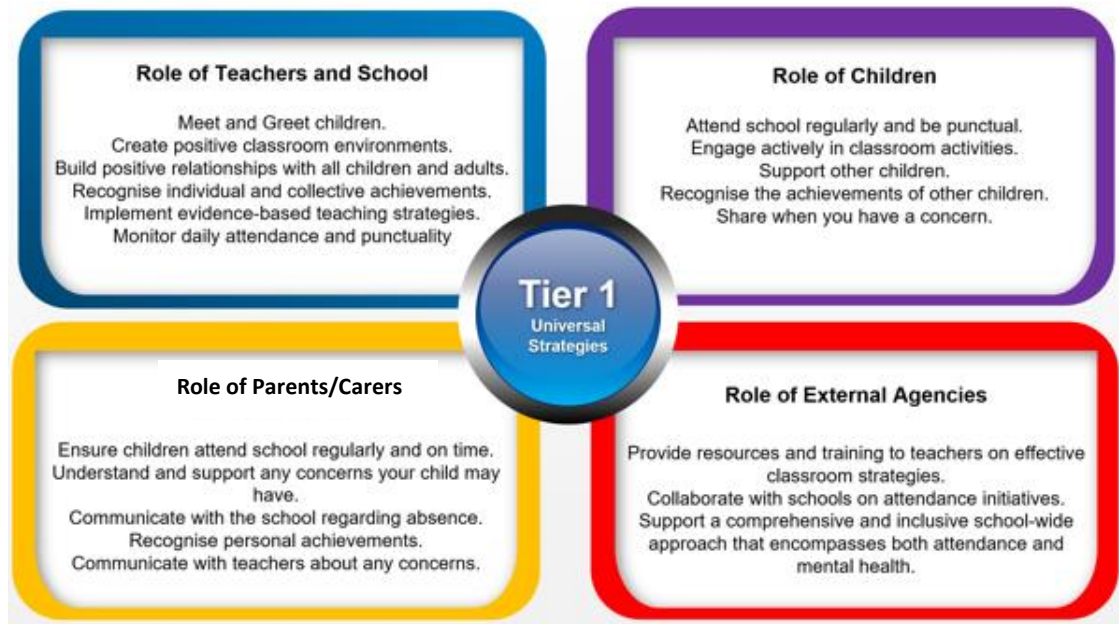
Objectives

- Create an ethos within the school in which good attendance is recognised as the norm and every student aims for excellent attendance.

- Make attendance and punctuality a priority.

- Set focused targets to improve individual attendance and whole school attendance levels.

- Embed a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality.

- Record and monitor attendance and absenteeism and apply appropriate strategies to minimise absenteeism.

- Develop a systematic approach to gathering and analysing relevant attendance data.

- Provide support, advice and guidance to; parents, carers and students and develop mutual co-operation between home and school in encouraging good attendance and in addressing identified attendance issues.

- Demonstrate, using praise and recognition, that the school appreciates that good attendance and punctuality are achievements in themselves.

A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, Warblington School implements a multi-tiered system of support(MTSS). A MTSS for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents/carers, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.
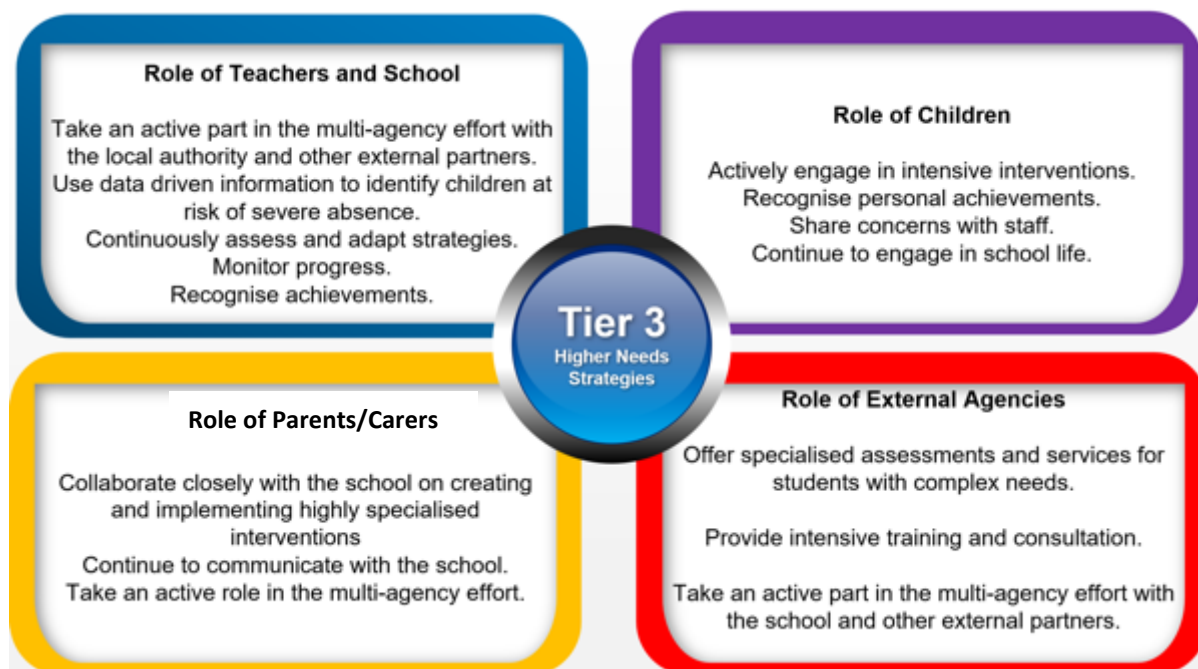
Role of Teachers and School

Meet and Greet children.
Create positive classroom environments.
Build positive relationships with all children and adults.
Recognise individual and collective achievements.
Implement evidence-based teaching strategies.
Monitor daily attendance and punctuality

Role of Children

Attend school regularly and be punctual.
Engage actively in classroom activities.
Support other children.
Recognise the achievements of other children.
Share when you have a concern.

Tier 1
Universal
Strategies

Role of Parents/Carers

Ensure children attend school regularly and on time.
Understand and support any concerns your child may have.
Communicate with the school regarding absence.
Recognise personal achievements.
Communicate with teachers about any concerns.

Role of External Agencies

Provide resources and training to teachers on effective classroom strategies.
Collaborate with schools on attendance initiatives.
Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.

Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.

Role of Teachers and School

Proactively use data information to identify children who are PA and at risk of PA.
Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance.
Implement agreed strategies in daily practice.
Monitor progress.
Recognise achievements.

Role of Children

Co-create and participate in any targeted interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Tier 2
Individualised
Strategies

Role of Parents/Carers

Work with the school to help understand their child's barriers to attendance.
Proactively engage with the support offered to prevent the need for more formal support.
Continue to communicate effectively with the school regarding absence.

Role of External Agencies

Signpost or provide access to services.
Where there are out of school barriers, provide each identified child and their family with access to services they need.
Provide professional development and early intervention support to the school.

Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.

Role of Teachers and School

Take an active part in the multi-agency effort with the local authority and other external partners.
Use data driven information to identify children at risk of severe absence.
Continuously assess and adapt strategies.
Monitor progress.
Recognise achievements.

Role of Children

Actively engage in intensive interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Tier 3
Higher Needs Strategies

Role of Parents/Carers

Collaborate closely with the school on creating and implementing highly specialised interventions
Continue to communicate with the school.
Take an active role in the multi-agency effort.

Role of External Agencies

Offer specialised assessments and services for students with complex needs.

Provide intensive training and consultation.

Take an active part in the multi-agency effort with the school and other external partners.

Warblington School Recognition-Based Approach

Our attendance 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.

The Importance of School Attendance at Warblington School

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement*: Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.

- *Knowledge Acquisition*: School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.

- *Social Development*: School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.

- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.

- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.

- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.

- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.

- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.

- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Warblington School will always work in partnership with our parents/carers.

Warblington School recognises that poor attendance is often an indication of difficulties in a students' life and their lived experience. This may be related to problems at home or in school. Parents/carers should inform the school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example; bereavement, divorce/separation, incidents of domestic abuse. This will help the school to identify any additional early help that may be required. Safeguarding is a priority, concerns for any student at any time will be reported to the Designated Safeguarding Lead. We will always follow Keeping Children Safe in Education 2024 and our own Safeguarding and Child Protection policies.

Some students are more likely to require additional support to attain good attendance, for example, students who are vulnerable, have a medical need or EHCP plan. At Warblington School, we will proactively identify and follow up on a students' non-attendance and gather information about them. This will result in taking early action to prevent non-attendance developing and monitoring the impact of targeted support.

The Attendance Officer will initially:

- Check records, including any from other schools which the student has attended previously.
- Discuss with staff how the student is coping with the curriculum.
- Ensure staff are aware if the student is on the SEND register or has any underlying vulnerabilities that need to be taken into account.
- Listen to the voice of the student and understand any difficulties, e.g. curriculum or bullying and their views on the issue could be addressed.

Attendance Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):
Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.
Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. Warblington School recognises this as when a student reaches nineteen days of absence or 38 sessions.

Risk of Persistent Absence:
Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.
Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents/carers in days, we identify ten days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence) (SA):
Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.
Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils 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 across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school 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
- Arrival at school after the register has closed.
- Truancy before or during the school day.
- Parents keeping children off school unnecessarily or without reason.
- Absences which have never been properly explained.

- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day, including those times when a parent/carer picks their child up without the school's direct permission/agreement.

Supporting Attendance at Warblington School

To address any identified attendance issues effectively Warblington School will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Attendance and Punctuality Expectations at Warblington School

Warblington School sets high expectations around attendance and punctuality every day. Students are positively noticed when they achieve 100% attendance each week and they are awarded an "Attendance Streak" via Arbor. This data is then used in half -termly analysis and celebrations with students at our "re-set" message at the start of each half term. Student punctuality is monitored on registers both for school start of day and individual lesson punctuality. A late bell is sounded each session and students who arrive in the lesson after this receive a late mark and subsequent detention.

Contact Details of School Staff at Warblington School

Name of Staff Member	Roles and Responsibilities	Contact Details
Mrs Jane Fletcher Assistant Headteacher: Inclusion	Attendance Champion	j.fletcher@warblingtonschool.co.uk
Mrs Rachel Timson	Attendance Officer	r.timson@warbllingtonschool.co.uk
Mrs Jane Fletcher Assistant Headteacher: Inclusion	Safeguarding Leader (DSL)	j.fletcher@warblingtonschool.co.uk
Mr Mike Hartnell	Head Teacher	m.hartnell@warblingtonschool.co.uk
Mr Colin Swettenham	Governor for School Attendance.	c.swettenham@warblingtonschool.co.uk
Please see school website	Heads of House	Warblingtonschool.co.uk

Strategies for Using Data to Target Attendance Improvement Efforts at Warblington

Each half term the whole school cohort is analysed to categorise all students into four attendance groups. These groups represent attendance above 95% (overseen by the tutor); attendance between 90-95% (actively monitored and reported on by the tutor); attendance between 85%-90 (actively monitored and

reported on by the Head of House) and attendance below 85% (actively monitored and reported on by the Pastoral team.

The school regularly monitors its attendance data using the FFT Education website to identify our attendance against the national average. This website contains useful tools to compare against other schools in FSM Quintile 3, to engage in clearer understanding of year group attendance, gender attendance differences and differences between vulnerable groups with-in each year group.

Regular examination of attendance data enables the school to identify students at risk of being persistent absentees, severe absentees and also those with a safeguarding concern such as child sexual exploitation (CSE) or child at risk of exploitation (CRE).

Strategy for Reducing Persistent and Severe Absence at Warblington School

As mentioned above, students who are reaching ten days absence are categorised as 'at risk of persistent absence'. Students who reach nineteen days absence will remain in the Persistent Absence category for the remainder of the school year or slip lower into the Severe Absence group. Therefore, these are our target group of students for reducing absence percentage and form our first data group to focus on at the start of the year to ensure we "positively notice" and gain the support of the parent/carer in our attendance journey.

Day-to-Day Processes for Managing Attendance at Warblington School
First Day Contact

At Warblington School we expect our parents/carers to make contact at the earliest opportunity on each day of any absence via Arbor. Where we have on-going concerns regarding a students' attendance, we will visit home addresses and make further contact in writing. We will invite parents/carers to meet with a member of staff to discuss any on-going concerns regarding attendance. We will encourage parents/carers to talk to us first as they are legally responsible under the Education Act 1996 for ensuring that students are in school every day and on time. If we cannot contact parents/carers via phone, we will continue to make announced and unannounced home visits, regarding any concerns we may have surrounding attendance. Should a child not be able to attend school, for example for mental health reasons, they must be seen by a school representative once a week. This could either be with the parent/carer bringing them to school or with the school representative visiting the home.

Parents/Carers are responsible for securing full-time education

Parents/carers are responsible for ensuring their children receive a full-time education. Each situation will be dealt with on an individual basis, fairly and equitably, always remembering the welfare and safety of the child is the paramount concern.

The term 'parent' includes those who are not a natural parent but have parental responsibility for the child as defined by the Children's Act 1989 or have care of the child as defined by the Education Act 1996.

- Absence can only be authorised by the school; parents/carers do not have this authority. All absences will be treated as unauthorised unless satisfactory evidence for the students' absence has been received. In the first instance contact from the parent/carer will be accepted as evidence.

However, if a student's attendance continues to cause concern, parents/carers may be asked to provide medical evidence where absences occur repeatedly due to reported illness. This will usually be in the form of an appointment card, prescriptions etc. Absence may be coded as unauthorised without evidence.

- Parents/Carers should, wherever possible, make all medical and dental appointments outside of the school day. Where this is not possible, students should attend school for part of the day. Appointment cards/text messages should be provided as evidence of medical/dental appointments.
- Unless parents/carers have provided a satisfactory explanation and it has been accepted by the school, absence will not be authorised.

Examples of unsatisfactory explanations include:

- A child's/family member's birthday.
- Shopping for uniform.
- Closure of a sibling's school for INSET or other purposes.
- "Couldn't get up".
- Illness where the student is considered well enough to attend school without medical authority and in the absence of a communicable disease.
- Leave during term time taken without authorisation of the school

Punctuality to school

Students are expected to be in school from 8:30am when the morning session begins. Students arriving after 8.35 am will be recorded as late. Punctuality is recorded and forms part of a students' record of attendance. A letter will be sent to parents/carers every half term regarding punctuality concerns. Fines can be incurred due to repeated lateness to school. If a student arrives after 9.00am without justifiable cause, for example, they woke up late or were waiting for their uniform to dry, the absence will be recorded as unauthorised and they will be U coded for the morning session.

Lateness will only be authorised if there is a satisfactory cause, for example attendance at a medical appointment or a traffic problem known to the school.

Punctuality to tutor time and lessons

Students are expected to be on time to all school sessions. A 'late bell' rings after the change of lessons and students are expected to be in their next lesson by the time this bell rings. Failure to do so results in a sanction being applied, in accordance with our A-J expectations in our Behaviour Policy

Approval for term-time absence

The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools and settings.

The headteacher will only grant a leave of absence to a student during term time if the request meets the specific circumstances set out in "Working Together to Improve School Attendance". These circumstances are:

- Taking part in a regulated performance or regulated employment abroad
- Attending an interview
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence will not be granted for a student to take part in protest activities during school hours.

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least one month before the absence, and in accordance with any leave of absence request form. The Headteacher 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.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent/carer belong. If necessary, the school will seek advice from the family's religious body to confirm whether the day is set apart.
- Family travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending education provision.
- If the student is currently suspended or expelled from school (and no alternative provision has been made).

If the permission to take leave is not granted and the student is still absent from school, the absence will be **unauthorised**. In such cases the school will consider legal action.

If a student fails to return and contact with the parent/carer has not been made or received, school may take the student off the school's roll in compliance with the Education (Pupil registration, England) Regulations 2006 and Children Missing Education guidance. This means that the student may lose their school place.

Children at risk of Missing in Education (CME)

Children Missing Education (CME) are a vulnerable group of children. All agencies who work with children have a duty to support the Local Authority in ensuring all children are safe and looked after appropriately.

CME includes those children who are **missing** (family whereabouts unknown), and are children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address **and either**

- has not taken up an allocated school place as expected, or
- has 5 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown

It is our responsibility as a school to work with the LA Education and Inclusion team, by making referrals.

Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to a house move or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Elective Home Education

Parents or carers may decide to provide home-based education for their children instead of sending them to school. This is called elective home education (EHE). Hampshire County Council recognises that home education is a key aspect of parental choice. EHE is equal, in law, to education provided in school.

The County Council, as the local authority, has a duty to be satisfied that all children are receiving suitable education. Information regarding EHE can be found at
www.hants.gov.uk/educationandlearning/educationinclusionservice/electivehomeeducation

Transition following long term absence or illness

Absence can significantly interrupt the continuity of student's learning.

During any long-term absence, Warblington School will:

- Maintain contact with the student via Arbor.
- Carefully plan the transition back to school, ensuring they feel welcome and have a sense of belonging.
- Ensure the student once again feels safe in school and if they experience any concerns, they will have an appointed member of staff to work with.
- Class Teachers will support students when returning to lessons and help them to catch up with any work they may have missed.

Statutory Duty

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

A child is of compulsory school age at the beginning of the term following their 5th birthday.

Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.

In accordance with the regulations regarding students' attendance at school, Warblington School keeps an attendance register on which at the beginning of each morning and afternoon session students are marked present or absent. The marks are electronically processed and stored on the school's central administrative system. This information is shared with the Department for Education.

Legal Sanctions

There are several sanctions that school can take to address the issue of non-attendance. To try and identify the reason for absence we will always talk to parents/carers first to identify the reason for absence. We will always be guided by [Hampshire Attendance Advice for Parents/Carers](#), focusing on the support a student needs at each stage. Where there is persistent lack of engagement in attendance support there are sanctions that will be followed:

Fixed Penalty Notices (Anti-Social Behaviour Act 2003)

Fixed Penalty Notices (FPN) will be considered when:

- A student is absent from school for the purpose of a Leave of Absence in term time and the absence has not been authorised by the school.
- A student has accumulated at least ten sessions of unauthorised absence and further absence has occurred following written warning to improve

Penalty Notices will be used in accordance with [Hampshire County Council Guidance on the Issuing of Fixed Penalty Notices](#)

Prosecution

Where intervention through the school's processes fails to bring about an improvement in attendance, the local authority will be notified and legal proceedings in the Magistrates Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under section 444/4441 (a) of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents/carers realise their own responsibilities in ensuring their child's attendance at school.

> Section 4441(a) of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

Schools and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These are:

• Parenting contracts
• Education supervision orders
• Attendance prosecution
• Parenting orders

• Fixed Penalty Notices

Please refer to section 6 of the [DFE Working together to improve school attendance 2022](#) for more information.

Reporting a Child's Absence

Parents/carers must contact the school on the day of their child's absence to provide the reason for the absence. Ideally this should be before the start of the school day at 8.35 am.   On the first day of absence of a student the school will send out a parent/carer message either acknowledging the contact from home, or requesting an immediate call into the school. If absence moves into a second consecutive day of absence, the school will phone the emergency contact numbers held by the school to identify the cause of absence. Messages will be left on all contacts requesting that a call is made into the school. If the school has received no contact from the parent/carer by the third day of absence a home visit will be made to establish contact. If no contact is possible, the school will consider whether an emergency referral to Children's Services should be made.

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to Appendix 2 for coding.

Application for a leave of absence

Should it be necessary to request a leave of absence from the school, understanding the above conditions that this can be granted without fines being accumulated, please contact our Admissions Officer via email on r.timson@warblingtonschool.co.uk.

[Hampshire Attendance Guidance for Parents/Carers (2024)](#) states that children have 13 weeks annual holiday from school and [school holiday dates are published well in advance online](#). As such, all parents/carers are expected wherever possible to plan and take their family holidays at this time so as not to disrupt their children's education. Education law states that parents **do not** have a right to take their child out of school for a holiday during term time. Only in exceptional circumstances may a headteacher grant permission for leave; and it is the headteachers decision on whether the absence is exceptional and how many days to approve.

Parents/carers who take their child out of school without the absence being agreed and authorised by written permission from the school can be issued with a penalty fine.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Warblington School adheres to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers,

and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents/carers on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DfE) Guidance: The DfE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DfE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 *(England and Wales)* outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at Warblington School:-

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Child Protection Policy
- Mental Health Policy
- SEND statement
- Pupil Premium Policy

Safeguarding Children and Attendance at Warblington School

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow *Keeping Children Safe In Education* guidance to ensure safe practices.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Appendix 1

Roles and Responsibilities

Teachers: 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.

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.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.

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/carers 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.

Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

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.

Identifying Barriers: Teachers should be 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.

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

Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

Collaboration: Collaborating with other school staff, such as attendance officers, inclusion team and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

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.

Teaching/ Learning Support Assistants and Pastoral Mentors: Teaching Assistants (TAs), Learning Support Assistants (LSA's) and Pastoral Mentors in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

Monitoring Attendance: TAs/LSA's/Pastoral Mentors work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.

Positive Relationships: TAs/LSA's/Pastoral Mentors build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

Attendance Support: TAs/LSA's/Pastoral Mentors provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.

Reinforcing Expectations: TAs/LSA's/Pastoral Mentors reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

Communication: TAs/LSA's/Pastoral Mentors maintain open lines of communication with children's parents or guardians. They can inform parents/carers of any attendance concerns and collaborate with them to find solutions.

Attendance Interventions: TAs/LSA's/Pastoral Mentors collaborate with teachers and school Inclusion Team to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

Supporting Students with Special Needs: TAs/LSA's/Pastoral Mentors often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.

Identifying Patterns: TAs/LSA's/Pastoral Mentors can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

Promoting Engagement: TAs/LSA's/Pastoral Mentors can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.

Safeguarding: TAs/LSA's/Pastoral Mentors should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.

Role Modelling: TAs/LSA's/Pastoral Mentors serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

Professional Development: Continuous professional development can enhance TAs/LSA's/Pastoral Mentors skills in addressing attendance issues and supporting children effectively.

Collaboration: Collaborating with teachers and other school staff is essential. TAs/LSA's/Pastoral Mentors work together with the school's attendance officer and Pastoral Team to implement effective attendance strategies.

Recognition of Attendance: TAs/LSA's/Pastoral Mentors can participate in recognising children's attendance.

Attendance Officer (RTN): The role of an Attendance Officer in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates

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

Data Analysis: Attendance Officers 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 Officers identify children at risk of poor attendance. They collaborate with teachers, parents/carers, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Officers work closely with parents/carers and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

Mentoring and Coaching: Attendance Officers can offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

Providing Resources: Attendance Officers 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 Officers 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 Officers 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 Officers 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 Officers 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 Officers 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 Officers may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Officers 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 Officers contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors: School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Policy Development: Governors collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: Governors ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

Strategic Oversight: Governors take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: Governors collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Reviewing Interventions: Governors assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

Parental Engagement: Governors support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents/carers in attendance improvement initiatives.

Training and Development: Governors ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: Governors are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Governors may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

Senior Staff: Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

Leadership: Senior staff, including the headteacher and Assistant Headteacher, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parent/Carer Engagement: They promote parent/carer engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents/carer in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.

Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents/carers.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents/Carers: Parents/Carers 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.

Establish a Routine: Parents/Carers 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.

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.

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.

Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

Attend Parent-Teacher opportunities: Participate in parent-teacher 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.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

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.

Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children: 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.

Communication: Children should always try to attend school, making the effort when they would rather not. If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

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

Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

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.

Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):
- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

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

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

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

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

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

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

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

Code C1 (Leave of absence for regulated performance or employment abroad):
- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

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

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

Code 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

Updated Fines for Absence

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.