# Djanogly City Academy

# Attendance Policy

# 2024 - 2025

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| **Approved by:** | | **Date:** |
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## Contact Details

| Role | Name | Email | School Phone Number |
|---|---|---|---|
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## Our Vision

Scholars at Djanogly City Academy value the importance of education and take pride in their studies. It is a place where scholars feel they have a strong sense of belonging and as a result want to attend regularly. The academy is a place where diversity and culture are celebrated. Attendance is the responsibility of all stakeholders and through a strong pastoral system, incorporating, tutors, GRAD Leads, Achievement Leaders have high expectations for scholars and their attendance to school. Barriers to attendance will be broken down by a pathways approach to support to ensure that all scholars can maintain good school attendance.

## Introduction

We believe that good attendance at school has a direct impact on good progress and achievement. It is important for children to attend regularly in order to maximise both their learning and their social and emotional development. Children who miss a lot of school may feel left out and will not have the same shared experiences as their classmates and may find it difficult to follow what is going on in the classroom. Missing school trips, special events and break time may affect their ability to make friends at school, being in school gives students more time to interact with teachers and classmates. Irregular school attendance is a contributory factor in social exclusion and underachievement. We expect children to attend regularly and arrive on time.

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

## 1. Aims

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

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

We will also promote and support punctuality in attending lessons.

## 2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

Part 6 of the Education Act 1996

Part 3 of the Education Act 2002

Part 7 of the Education and Inspections Act 2006

The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)

The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

Keeping Children Safe in Education

Mental health issues affecting a pupil's attendance: guidance for schools

This policy also complies with our trust's funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The Board of Trustees.

The board of trustees is responsible for:

Setting high expectations of all trust and school leaders, staff, pupils and parents.

Making sure school leaders fulfil expectations and statutory duties, including:

- Making sure all schools in the trust record attendance accurately in the register and share the required information with the DfE and local authorities.
- Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate

Recognising and promoting the importance of school attendance across the trust's policies and ethos.

Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.

Making sure the trust and school has high aspirations for all pupils but adapts processes and support to pupils' individual needs.

Monitoring attendance figures for the whole trust and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs.

Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.

Making sure all staff receive adequate training on attendance, including with teachers from across the trust, as part of the regular continued professional development offer, so that staff understand:

- The importance of good attendance
- That absence is almost always a symptom of wider issues
- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate

Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.

Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources.

Holding the headteacher to account for the implementation of this policy.

Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers and share effective practice between schools.

### 3.2 The Headteacher

The headteacher is responsible for:

The implementation of this policy at the school.

Monitoring school-level absence data and reporting it to governors, directors and the trust.

Supporting staff with monitoring the attendance of individual pupils.

Monitoring the impact of any implemented attendance strategies.

- Issuing fixed-penalty notices, where necessary
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

### 3.3 The Trust attendance Team

The trust attendance team is responsible for:

- Driving attendance improvement across the trust
- Working more intensively with schools who require support to improve attendance
- Acting as a central contact point for schools with attendance queries
- Liaising with the DfE's regional teams for advice about wider support programmes

Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most, through termly attendance review meetings with each individual school.

Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.

### 3.4 The designated senior leader responsible for attendance

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

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

The designated senior leader responsible for attendance is Mr Josef Wardle and can be contacted via 0115 9424422 or e-mail j.wardle@djanogly.notts.sch.uk

### 3.5 The Attendance Manager / Improvement Officers

The school attendance officer at each school is responsible for:

Monitoring and analysing attendance data (see section 7)

Benchmarking attendance data to identify areas of focus for improvement.

Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher

Working with education welfare officers to tackle persistent absence.

The attendance manager is Miss Kimberley Swann and can be contacted via 0115 942 1300 and/or email kimberley.swann@djanogly.notts.sch.uk

### 3.6 Class teachers/form tutors

All class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office. Registers for roll call sessions and subsequent periods should be completed on Arbor during the first 5 minutes of the lesson.

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.

Teachers should:

Monitor the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

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.

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.

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.

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.

Should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. Be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

### 3.7 Office staff

Office staff will:

Take calls from parents/carers about absence on a day-to-day basis and record it on the school system.

Forward any form of documentation, such as medical evidence and appointments or leave of absence request form received, to the attendance team.

### 3.8 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

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

Parents are expected to:

- Make sure their child attends every day, on time
- Call the school to report their child's absence before 08.20am on the day of the absence and each subsequent day of absence) and advise when they are expected to return
- Provide the school at least 2 emergency contact numbers for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the school Attendance Team; Attendance Improvement Officers, Mrs Smith who can be contacted via email m.cochrane-smith@djanogly.notts.sch.uk, Mrs Fardous who can be contacted via email s.fardous@djanogly.notts.sch.uk, or Miss Swann, Attendance Manager who can be contacted via kimberley.swann@djanogly.nott.sch.uk.

### 3.9 Pupils within Sixth Form

Pupils are expected to:

Attend school every day, on time.

Call the school to report their absence before 08.20am on the day of the and each subsequent day of absence.

Seek support, where necessary, for maintaining good attendance, by contacting the school Attendance Team and/or the Mr A Lynch, Head of Sixth Form and responsible for Sixth Form Attendance via email, alex.obyrne-lynch@djanogly.notts.sch.uk or 0115 942 4422.

## 4. Recording attendance

### 4.1 Attendance register

We will keep an electronic attendance register and place all pupils onto this register.

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

Present

Attending an approved off-site educational activity

Absent

Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

The original entry

The amended entry

The reason for the amendment

The date on which the amendment was made

The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

[For pupils of compulsory school age] Whether the absence is authorised or not

The nature of the activity, where a pupil is attending an approved educational activity

The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

The school day starts at 8.25am and ends at 15.30pm Monday to Thursday. The school day starts at 8.25am and ends at 12.30pm on Fridays.

Pupils must arrive in school by 8.20 each day.

The register for the first session will be taken at 08.30am and kept open until 09.05am

### 4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.20am, or as soon as practically possible, by calling the school office, who can be contacted via; Sherwood Rise, Year 7 & 11, 0115 942 4422 or email DCASRReception@djanogly.notts.sch.uk

, Gregory Boulevard, Year 8, 9 & 10, 0115 942 1300 or email DCAGBReception@djanogly.notts.sch.uk.

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

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

If the school 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.

### 4.3 Planned absence

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

Parent/carers should notify the school of any planned absences via reception telephone or email. Parent/carers can also contact the attendance team directly regarding these absences.

However, we encourage parents/carers 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.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

### 4.4 Lateness and punctuality

A pupil who arrives late:

Before the register has closed will be marked as late, using the appropriate code.

After the register has closed will be marked as absent, using the appropriate code, for the whole of that session.

### 4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may complete a home visit or follow up unknown absences with SMS, Email and/or letters. Where we have reason to believe there may be a safeguarding concern and we have not gained contact with parent/carer, police contact may be made.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention

### 4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels via termly letters sent home and within attainment reports.

## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

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

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

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

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

The 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 4 weks before the absence, and in accordance with any leave of absence request form, accessible via both Sherwood Rise and Gregory Boulevard main reception. 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 (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) 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 pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

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

### 5.2 Sanctions

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

**Penalty notices**

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

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

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

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

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

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

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

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

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

**Notices to improve**

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

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

## 6. Strategies for promoting attendance

The school will take a strategic and data driven approach to promote, reward and improve attendance.

Attendance expectations are explained and delivered to parents and scholars at the beginning of each academic year.

Attendance is promoted throughout the school week, driven by incentives to attend and recognition on a weekly basis.

Year group assemblies celebrate good attendance on a half termly basis. Recognition is awarded for both good attendance and improved attendance.

Punctuality is addressed inline with attendance expectations and recognised alongside good attendance and improved attendance.

The school promotes attendance through the use of displays, which inform scholars.

Recognition is given in the form of; verbal praise to both scholars and parents, letters of attendance, certificates, awards and at the end of term prizes.

## 7. Supporting pupils who are absent or returning to school

The school will work in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available). This includes regularly reviewing and updating the support approach to make sure it continues to meet individual needs.

### 7.1 These include:

**Pupils absent due to complex barriers to attendance**

**Pupils returning to school after a lengthy or unavoidable period of absence**

- Work with families to mitigate anxious feelings and communicate expectation of regular attendance.
- Establish strategies to remove in school barriers for these pupils.
- Ensure joined up pastoral care is in place.
- Make referrals to, and work with other agencies, as appropriate.
- Ensure regular data monitoring.
- Consider whether a time limited phased return would be appropriate (in line with Part Time Timetable expectations, as outlined by DLT).

**Pupils absent due to mental or physical ill health**

- Work with parents to develop good support for pupils with physical or mental health conditions
- School will consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents
- School will ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance
- School will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days. (See paragraph 52)

### Pupils absent due to SEND

- School will work in partnership with parents to develop specific support approaches including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed.
- School will work in partnership to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.

## 8. Attendance monitoring

### 8.1 Monitoring attendance

The school and DLT will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

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

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

### 8.2 Analysing attendance

The school and Trust will:

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

### 8.3 Using data to improve attendance

The school and Trust will:

Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis

Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)

Provide regular attendance reports to Form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)

Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.

Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

### 8.4 Reducing persistent and severe absence

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

The school will:

Use attendance data to find patterns and trends of persistent and severe absence.

Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education.

- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

## 9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Trust Attendance Team. At every review, the policy will be approved by the full board of trustees.

## 10. Links with other policies

This policy links to the following policies:

Child protection and safeguarding policy

Behaviour policy

## Appendix 1: attendance codes

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

| Code | Definition | Scenario |
|---|---|---|
| / | Present (am) | Pupil is present at morning registration |
| \ | Present (pm) | Pupil is present at afternoon registration |
| **L** | Late arrival | Pupil arrives late before register has closed |
| **Attending a place other than the school** | | |
| **K** | Attending education provision arranged by the local authority | Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority |
| **V** | Attending an educational visit or trip | Pupil is on an educational visit/trip organised or approved by the school |
| **P** | Participating in a sporting activity | Pupil is participating in a supervised sporting activity approved by the school |
| **W** | Attending work experience | Pupil is on an approved work experience placement |
| **B** | Attending any other approved educational activity | Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience |
| **D** | Dual registered | Pupil is attending a session at another setting where they are also registered |
| **Absent – leave of absence** | | |
| **C1** | Participating in a regulated performance or undertaking regulated employment abroad | Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school |
| **M** | Medical/dental appointment | Pupil is at a medical or dental appointment |
| **J1** | Interview | Pupil has an interview with a prospective employer/educational establishment |
| **S** | Study leave | Pupil has been granted leave of absence to study for a public examination |
| **X** | Not required to be in school | Pupil of non-compulsory school age is not required to attend |
| **C2** | Part-time timetable | Pupil is not in school due to having a part-time timetable |

| | | |
|---|---|---|
| **C** | Exceptional circumstances | Pupil has been granted a leave of absence due to exceptional circumstances |
| **Absent – other authorised reasons** | | |
| **T** | Parent travelling for occupational purposes | Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes |
| **R** | Religious observance | Pupil is taking part in a day of religious observance |
| **I** | Illness (not medical or dental appointment) | Pupil is unable to attend due to illness (either related to physical or mental health) |
| **E** | Suspended or excluded | Pupil has been suspended or excluded from school and no alternative provision has been made |
| **Absent – unable to attend school because of unavoidable cause** | | |
| **Q** | Lack of access arrangements | Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school |
| **Y1** | Transport not available | Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available |
| **Y2** | Widespread disruption to travel | Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency |
| **Y3** | Part of school premises closed | Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open |
| **Y4** | Whole school site unexpectedly closed | Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather) |
| **Y5** | Criminal justice detention | Pupil is unable to attend as they are:<br>• In police detention<br>• Remanded to youth detention, awaiting trial or sentencing, or<br>• Detained under a sentence of detention |
| **Y6** | Public health guidance or law | Pupil's travel to or attendance at the school would be prohibited under public health guidance or law |
| **Y7** | Any other unavoidable cause | To be used where an unavoidable cause is not covered by the other codes |

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|---|---|---|
| **Absent – unauthorised absence** | | |
| **G** | Holiday not granted by the school | Pupil is absent for the purpose of a holiday, not approved by the school |
| **N** | Reason for absence not yet established | Reason for absence has not been established before the register closes |
| **O** | Absent in other or unknown circumstances | No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence |
| **U** | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session |
| **Administrative codes** | | |
| **Z** | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered |
| **#** | Planned whole-school closure | Whole-school closures that are known and planned in advance, including school holidays |