



ATTENDANCE POLICY



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Last reviewed on:	19 th August 24	
Next formal review due by: 19 th August 2026 However, this policy is subject to regular evaluation and may be updated at any time if feedback from students/parents/staff, impact evaluation or national or local updates mean we need to change what we do or how we are doing it.		
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1. Introduction

As part of Unity Schools Partnership Trust, **Sybil Andrews Academy** is committed to our shared values, which underpin all that we do. We expect all our work, including promoting and improving attendance and managing absence, to be characterised by:

INTEGRITY

INCLUSION

KINDNESS

Our aims are simple. We want all of our learners to achieve academic success, think creatively and become confident and responsible citizens. We expect everyone to be the best that they can be, and yet strive to be more.

Our Trust is committed to providing high-quality education for all. We want the children and young people who attend **Sybil Andrews Academy** to enjoy learning and to take full advantage of the educational and social development opportunities available to them. By attending school every day and on time, children and young people can realise their full potential. We want our students to be safe, happy and successful.

Although parents/carers have the legal responsibility for ensuring their child's good attendance, the Headteacher and Governors work together with parents/carers, students, other professionals and agencies to ensure that all children and young people are encouraged and supported to develop good attendance habits. We always take a "support first" approach.

Children and young people who are persistently late or absent soon fall behind with their learning. Children and young people who are absent from school frequently develop large gaps in their learning which will impact on their progress and their ability to meet age-related learning expectations. A student whose attendance drops to 90% each year will, over their time at school, miss just over 4 half-terms of learning or 19 full school days in each year.



The expectations within our policy apply to non-statutory school age children in order to promote good habits and to safeguard the children - although legal intervention is not used for non-Compulsory School Age children ¹

2. Links with other school policies

We keep safeguarding at the heart of all we do, and we work within the framework of local Procedures, our Safeguarding Policy, Keeping Safe in Education and Working Together to Safeguard Children ²

This policy should be read in conjunction with existing trust-wide and school policies including,

Safeguarding and Child Protection Policy:

<https://www.unitysp.co.uk/documents/safeguarding-policy/>

Special Educational Needs and Disability Policy:

<https://www.unitysp.co.uk/documents/send/>

Behaviour Policy:

<https://www.sybilandrewsacademy.co.uk/documents/saa-behaviour-policy/>

Anti-Bullying Policy:

<https://www.sybilandrewsacademy.co.uk/wp-content/uploads/sites/3/2024/02/SAA-Anti-bullying-policy.pdf>

Exclusion Policy

<https://www.sybilandrewsacademy.co.uk/wp-content/uploads/sites/3/2023/11/Exclusions-Policy-2023-SAA.pdf>

Supporting Students with Medical Conditions Policy:

<https://www.unitysp.co.uk/documents/children-with-health-needs-who-cannot-attend-school-policy/>

¹ A child becomes of 'compulsory school age' on 1st January, 1st April or 1st September following their 5th birthday and ceases to be of compulsory school age on the last Friday in June of Year 11

² You can find links to these documents at the end of this policy



Online Safety:

<https://www.unitysp.co.uk/wp-content/uploads/2024/07/Online-safety-policy-2024.pdf>

Child on Child Abuse:

<https://www.sybilandrewsacademy.co.uk/wp-content/uploads/sites/3/2020/12/Trust-Child-Protection-Procedures-September-2024-Final-V2.pdf>

3. Aims and Objectives

This attendance policy will ensure that all staff, parents, students, governors in our school and the wider community are fully aware of and clear about the actions necessary to promote good attendance, to manage absence and to ensure there is excellent practice across our whole school.

Attendance is everyone's business, and it is a high priority for all staff in our school. We recognise the key role of all staff, in promoting good attendance and these roles.

These responsibilities are laid down in [Appendix A](#).

4. We PROMOTE good attendance by doing these things:

- Working in partnership with parents and families, carers, staff and the Local Authority (LA) by building strong relationships and offering support first.
- Listening to parents and students and understanding their point of view.
- Promoting a positive and welcoming atmosphere in which students feel safe, secure, and valued, and encourage in students a sense of their own responsibility.
- Establishing a pattern of monitoring attendance and ensuring consistency in recognising achievement and dealing with difficulties.
- Recognising the key role of all staff in promoting good attendance and ensuring all staff are trained in order to deliver their responsibilities well.



- Delivering the highest quality of teaching.
- Creating an ethos in which good attendance and punctuality in attending school and lessons are recognised as the norm and seen to be valued by the school
- Ensuring that all members of the community know of the policy and have access to it. We will share it with parents:
 - whenever a student starts at our school mid-year
 - when arrive at our school
 - via our website

We also have a short version for parents which can be found in our reception.

- Working to ensure that every student has access to the full-time education to which they are entitled. This includes making the best provision we can for any student who needs additional support in school or who is prevented from attending school, due to physical or mental health needs or disability. We recognise that, for disabled students or those with chronic health conditions, 'reasonable adjustments' may be needed to the school environment or to policies to support good attendance. Department for Education (DfE) Guidance is here ³ (or ask the school for a printed copy).
- Ensuring that we communicate regularly to parents, students, staff and the wider community in a variety of ways including our weekly newsletter, assemblies, and displays around the school. Tutors regularly have conversations with individual students about punctuality and attendance.
- We celebrate good attendance during our weekly and termly assemblies. The pastoral team and tutors have regular conversations with students who have good and improving attendance. We recognise that some children may be affected by health or special educational needs which can impact on attendance, we are mindful of this and ensure that these students are also included in attendance reward by recognising individual progress.

³ DfE guidance [Arranging education for children who cannot attend school because of health needs December 2023](#)



5. We MONITOR our attendance by:

Use, production and analysis of our data

We have established a pattern of monitoring attendance that ensures consistency in recognising achievement, dealing with difficulties, ensuring support is offered early and everyone gets the right information at the right time.

We monitor attendance and absence data daily, weekly, fortnightly, half-termly, termly and yearly across the school and at an individual student level. This helps us to identify whether or not there are individuals or particular groups of children whose absences may be a cause for concern and what we should be putting in place to improve things. It also helps us to measure the impact of everything we do.

We also report to the LA, governors, our Trust Board and the DfE.

See [Appendix B](#) for more information on how we produce and use data

6. We SUPPORT by:

Managing absence well so we can intervene and support early

What is Absence?

All absences are recorded as either authorised or unauthorised. It is important that we receive accurate information from parents with reasons for the child's absence. This information is used to determine whether the absence is authorised or unauthorised. The Headteacher holds the final decision-making responsibility:

- Persistent Absence is defined by the government as when a student misses 10% or more of possible attendance sessions
- Severe Absence is defined by the government as when a student misses 50% or more of possible attendance sessions
- Authorised Absence

Only the school can decide whether to authorise absence so absence may not be authorised even if a parent has provided some information. We will consider this carefully on each occasion and may contact parents to get more information.



Examples of authorised absence are illness, hospital appointments, interviews.

- Unauthorised absences

These occur when a student is away from school without the permission of the school-even if it is with the agreement of a parent. We will tell parents if we decide not to authorise an absence.

- Lesson absences (secondaries)

Where a student attends a registration session but does not attend subsequent lessons, we will treat this as a truancy in accordance with the behaviour policy and engage parents/carers where necessary

See [Appendix C](#) for the list of codes which tell you which absences are authorised, and which are unauthorised and how the codes are used.

Managing lateness and punctuality well

It is important that students arrive for school punctually to ensure a calm and purposeful start to the day and to minimise disruption to other learners. If there is something affecting your child's arrival time at school, please talk to us and see if we can help.

A student 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

Late arrival time at school is monitored by the attendance team who communicate this to the relevant year teams.

Students must arrive in school by 8:35 on each school day.

The register for the first session will be taken at 8:45 and will be kept open until 9:15
The register for the second session (afternoon) will be taken at 12:25 and will be kept open until 12:55.

Any student who comes into school after the agreed time for either/both morning registration or afternoon registration will be marked as late in the attendance record. (Attendance code L)-this is a present mark. This is documented on the electronic



register for each student. If the reasons for this are beyond the student's control e.g. school transport issues, they will not receive a detention.

Any student who arrives for school after 9:15 will be marked as having an unauthorised absence for the morning or afternoon.) unless there is another valid reason such as a medical appointment.

If students arrive late frequently with no valid reason, the relevant year team will discuss with students and parents to establish the reason(s). If support can be offered, this will be put into place. We may apply for a Penalty Notice (fine) from the Local Authority (LA) if all other support methods have been attempted with no effect.

Managing medical or dental appointments well

Attending a medical or dental appointment will be counted as authorised as long as the student's parent/carer notifies the school in advance of the appointment and we have had evidence of the appointment provided. This might be, for example, a card, text, letter or email confirmation.

We recognise that students with specific health needs, may need more medical appointments than most other students.

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

Managing requests for leave of absence well

The government does not allow authorisation of absences for holidays. Under exceptional circumstances, the Headteacher may agree to a leave of absence. The School Attendance (Student Registration) (England) Regulations 2024 state that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

We need parents/carers to complete a request for leave of absence form as far in advance as possible of the requested absence but at least 2 weeks before the requested leave.

These requests will be considered on a case-by-case basis by the Headteacher who will, in turn, liaise with Headteacher(s) of siblings' schools, if the sibling attends a Trust school, and will endeavour to do the same for siblings' schools not in the Trust. The



Headteacher will consider every request individually. But we will not agree exceptional leave for: term time holidays, day trips or birthdays. Please note that this is not an exhaustive list.

The decision of the Headteacher is final and, if the leave of absence is not agreed, the child's/young person's absences will be marked as unauthorised.

Managing illness absences well

We understand that children do get ill sometimes.

If we are concerned that your child is missing a lot of school that you are reporting as illness, we will contact you to get more information, try and find out what is happening and discuss whether we can put support in place at school, or support you with referrals for help from other professionals.

If we are still worried, we may request medical evidence for further absences. This can take the form of a GP appointment card, a consultant letter, a copy of a prescription etc. It is the responsibility of the parent/carer to supply this evidence and the school may decide not to authorise the absence if the evidence is not forthcoming. We may seek written permission from you for the school to make our own enquiries. We will not do this for every absence, only if we are concerned about the validity of absences and we will let you know if this is the case. An individual decision will be made in all cases.

If we are not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

When students have an illness, confirmed by a medical professional, that means they will be away from school long term, where appropriate, the school will do all it can to send learning material home, so that your child can keep up with their schoolwork. If the absence is likely to continue for an extended period, or be a repetitive absence, the school will contact the LA to discuss what extra support might be available.

Managing religious observation absences

We recognise that students of certain faiths may need to participate in days of religious observance. Where a day of religious observance falls during school time and has been exclusively set apart for religious observance by the religious body to which the student belongs, the absence from the school will be authorised. We ask



that parents/ carers notify the school by writing to the Headteacher in advance where absence is required due to religious observance.

If necessary, the school will seek advice from the parent/carer's religious body, about whether it has set the day apart for religious observance.

Managing exclusions and suspensions absences

If the school decides to send a student home due to their behaviour, this will be recorded as a suspension, which is an authorised absence. We will follow the current DfE's statutory guidance on exclusions.⁴

Any suspension must be agreed by the Headteacher. You can find more information on how we support the improvement of behaviour in our behaviour policy here <https://www.sybilandrewsacademy.co.uk/documents/saa-behaviour-policy/>.

We will always talk to you about how we can work together if we or you are worried about your child's behaviour.

Working with parents/carers who decide to/are thinking of Elective Home Education (EHE)

Parents/Carers have the duty to ensure a child of compulsory school age receives a suitable education. This does not mean that the child must attend a school – it is possible to fulfil this duty by home educating the child.

We will never seek to persuade parents to educate their children at home.

If parents/carers are exercising their right to home educate, the school requires written notification. We will arrange a meeting with the parents/carers to discuss this decision as soon as possible. There is no requirement for parents to obtain the school or LA's agreement to educate their child at home, and we will not seek to prevent parents from educating their children outside the school system, but we do want to make sure that we have done everything we possibly can to support your child in school and to explain your responsibilities when you home educate. We will provide you with a link to government advice [EHE Guidance for parents](#)

We have a legal duty to inform the LA that the student is to be deleted from the admission register and we do this by completing a CME form and submitting the

⁴ [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)



relevant EHE documents to the Local Authority. We will make clear to the LA any concerns the school has about the decision to home educate.

All our secondary schools will support the application to sit public examinations as a “Private Candidate” wherever possible.

Identifying and monitoring Children Missing Education

All children and young people, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. We recognise that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life.

We will use our usual absence management procedures to monitor and support children and young people who are absent (missing out on education), and their families, but there are also some very specific circumstances where extra monitoring is needed, and we will need to formally refer to the LA if we do not know where a child is. The LA will carry out some extra investigations.

Local Authorities (LAs) have a duty under S436A of the Education Act 1996 to identify children missing education.⁵

Agreeing and supporting part-time timetables

Part-time timetables may be used to support a student back into full-time education following a medical or emotional issue. We never issue these as a way of managing behaviour in the long term.

They are expected to be short-term measures, but an individualised approach is always taken, and reviews will be undertaken every two weeks to provide assurance that the off-site education and/or modified timetable is achieving its objectives, and that the child/young person is benefitting from it. The school will gain consent from parents, and from the Head of School, to put in place a reduced or modified timetable.

⁵ Children Missing Education Statutory Guidance



The school will ensure that parents and the LA are given clear information about the reduced or modified timetables: why, when, where, and how they will be reviewed.

Students on significantly reduced timetables will be a priority for any safeguarding and attendance monitoring. We do this by regular phone calls, Teams meetings and home visits.

The school leadership will report, to the Governing Board/Trust Board, any information regarding the use and effectiveness of the use of modified timetables, and this will also be reviewed by the Trust Safeguarding Lead.

The school will share half-termly data to the Trust Safeguarding Lead/other Trust Lead regarding all children/young people, of statutory school age, attending alternative provision and/or on a reduced or modified timetable for review.

Supporting students attending Alternative Provision

The vast majority of children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer, or may require a modified timetable, to support a return to full time education provision. It is recognised that children accessing Alternative Provision (AP), or a reduced or modified timetable may have additional vulnerabilities.

In our school, the attendance team and safeguarding team will liaise with the Alternative Provider to ensure that the student is attending, and it is accurately recorded. The school will review safeguarding processes and procedures at the AP by undertaking a review and risk assessment prior to the planned start date and a record of this will be kept.

We will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child, and the child is attending.

We will ensure that parents (and the LA where the child/young person has an Education and Health Care Plan (EHCP)) are given clear information about alternative provision placement timetables: why, when, where, and how they will be reviewed. We will listen to parent and student views and involve them in any reviews.



7. We support by:

Having clear roles and responsibilities across our school

This ensures that everyone understands their role and the procedures that are in place, and we can monitor that all the right things are happening.

You can see our staff roles and responsibilities in [Appendix A](#) (each school to populate)

Defining Parents/carers responsibilities –

Children who attend regularly are more likely to feel settled in school, maintain friendships, keep up with their learning and gain the greatest benefit from their education. We want all students to enjoy school, grow up to become emotionally resilient, confident and competent adults who are able to realise their full potential. We want to work in partnership with you and these are the things we ask you to do:

- Contact the school early if you are at all worried about your child - no matter how small the concern - so that problems can be quickly identified and dealt with. If you are aware of any specific issues that might cause absence or lateness (e.g. a sick parent/carer), please let us know as soon as possible. You can see who to contact at the end of this policy -and there is a short version of this policy for parents which you can find at the main reception which also gives you this information.
- Make sure your child attends every on time. Morning registration starts at 8:35 and closes at 9:15. After 9:15, your child receives an absent mark (this is a legal requirement).
- Call the school 01284 413400 (option 1) to report your child's absence before 9am on the day of the absence and each subsequent day of absence or email the attendance team at saaattendance@sybilandrewsacademy.co.uk. We ask that you give full details of the absence and avoid using generic phrases such as "poorly" or "sick" - tell us what symptoms your child has and when you expect them to be back at school. You must repeat this for every day of absence, unless by prior agreement with the school. This helps us to safeguard your child as we will otherwise not know if they have left home and not arrived at school. We may call you back if we need more information.



- Provide the school with more than 1 emergency contact number for your child.
- Ensure that, where possible, appointments for your child are made outside of the school day, avoiding registration periods. If a school-time appointment is unavoidable, your child should attend school before and after the appointment.
- Inform the school in advance of any medical appointments in school time. For the absence to be recorded as a medical absence we do require evidence from the doctor or dentist (e.g. an appointment card/letter/prescription paperwork or packet.) Help your child (age appropriately to understand the link between attendance and attainment/progress
- Request any exceptional leave of absence giving 2 weeks notice

Defining Students' responsibilities

Students are expected to:

- Attend school and every timetabled session on time appropriately prepared, and take pride in this
- take responsibility for their own learning and ask if they need help
- talk to their tutor and year team if there is anything worrying them that is affecting their attendance at school
- aim for high attendance (usually, we aim for an attendance of 97%)

8. We support by:

Having clear procedures in place

Registers

All of our students are placed on the attendance register. Attendance registers are legal documents, and these must be kept securely.

Our staff are trained to record information about attendance clearly and accurately. This includes keeping the register and any notes that are made.

It is important that all absence recording is accurate, and we robustly oversee this in our school. We will keep every entry on the attendance register for 6 years after the date on which the entry was made.





We will take our attendance register at the start of the first session of each school day and once during the second session. We are required to use a national set of codes decided by the DfE and these can be found in [Appendix C](#). The attendance register will mark whether every student is present, absent, or attending a place other than the school. This might include, for example, attending work experience or an educational visit or a trip.

We will also record whether each absence is authorised or unauthorised using the appropriate code.

Facilitating Targeted Support

If your child is developing a pattern of absence and/or we are concerned about anything, we will keep in regular communication with you about your child, whether or not the absences are authorised or unauthorised.

We do not wish to mark an absence as unauthorised unnecessarily. Keeping in close communication with us means we will have enough information to decide clearly whether absences should be authorised or not. Without any information, we will have to decide not to authorise the absence.

We will work with you to remove barriers in school and help you to access the support you need outside of school. We will do this by working together with the LA and other agencies to do this as needed.

We will either put in place an informal support plan which is managed by the school or a more formal support plan, working with you to do this, and asking for the right people to be involved in helping you.

Formalising Support

If we think attendance is still not improving enough, we may put in place a more formalised support plan which could include a formal attendance contract or apply to the Family Court for an Education Supervision Order (ESO)⁶. This is not punitive and will only be considered if informal support has not resulted in an improvement.

⁶ [Working Together to Improve School Attendance February 2024](#) page 38



An ESO gives the LA a formal role in advising, helping and directing the student and parent(s) to ensure the student receives an efficient, full-time, suitable education. For the duration of the ESO, the parents'/carers' duties to secure the child's education and regular attendance are superseded by a duty to comply with any directions given by the local authority under the ESO.

This will always be discussed with parents and with the LA and parent/carer, and the child's/young person's views will always be taken into account.

9. Enforcement

We will do our utmost to support you to improve the attendance of your child without using legal intervention and will make ourselves available to discuss any concerns and barriers and work in partnership with you, to resolve them.

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the student's right to an education. Individual circumstances will always be considered before we request any legal intervention from the LA.

However, the government requires that we consider whether a Penalty Notice is appropriate in each individual case where a student reaches the national threshold for considering a penalty notice. The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks (a session is half a school day). In all cases, where support is more appropriate, we will not request that a Penalty Notice is issued.

Penalty Notices are intended to prevent the need for further court action. We may request that the LA issues a PN if there is unauthorised leave of absence and/or if parents are not engaging with support or not communicating with us.

LA officers have the discretion to issue a penalty notice without warning where the parent has chosen to take the child on leave during term time without authorisation or evidence is subsequently found to suggest a child was away from school with the knowledge of the parent and the absent is not due to the statutory defences.⁷

⁷ [Working Together to Improve School Attendance February 2024](#) page 41



Otherwise, you will receive a Notice to improve which gives you time to make changes -we will support you to do this. ([SCC Penalty Notice Code of Conduct](#))

If issued with a fine, or penalty notice, each parent/carer must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the LA

If the payment has not been made after 28 days, the LA can decide whether to prosecute or withdraw the notice. If a prosecution ensues, you will be summoned to appear in Court for an offence under Section 444(1) or 444(1A) of the Education Act 1996 and can result in a criminal conviction recorded against you. Courts have a range of sentencing options, which could include a Community Order. Parenting Order, imprisonment and/or a fine up to £2,500.

In some cases, the LA may agree to proceed straight to prosecution without issuing a Penalty Notice.

National Legislation

This policy meets the requirements of the [Working together to Improve School Attendance February 2024](#) guidance from the DfE, and also refers to the DfE's statutory guidance on These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- [The Education Act 1996](#)
- [Equality Act 2010 \(legislation.gov.uk\)](#)
- [Children Act 1989 \(legislation.gov.uk\)](#)
- [Anti-social Behaviour Act 2003 \(legislation.gov.uk\)](#)
- [The Education Act 2002](#)
- [The Education and Inspections Act 2006](#)
- The Education (Penalty Notices) (England) Regulations 2007 (legislation.gov.uk)
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007 (legislation.gov.uk)
- [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

It also links to the following guidance:



- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/department-for-education) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/department-for-education)
- Children Missing Education Statutory Guidance
- [Children missing education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/department-for-education)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/department-for-education)
- [Elective home education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/department-for-education)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/department-for-education)
- [Mental health issues affecting a pupil's attendance: guidance for schools](https://www.gov.uk/government/organisations/department-for-education)
- [Education for children with health needs who cannot attend school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/department-for-education)
- [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/department-for-education)
- [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/department-for-education)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/department-for-education)

Appendix A: Roles and Responsibilities in our school

The Trust Board

- Promoting the importance of school attendance across the Trust's policies and ethos
- Approving the Attendance Policy
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data on a termly basis
- Making sure staff receive adequate training on attendance
- Helping leaders focus improvement efforts on the individual students or cohorts who need it most
- Receiving and considering a report on the school's attendance at regular intervals
- Ensuring the school has a dedicated attendance lead who will drive improvement across the trust



The Governing Board

- Promoting the importance of school attendance across the school's policies and ethos
- Regularly reviewing and challenging attendance data on a termly basis
- Holding the Headteacher to account for the implementation of this policy
- If schools have a link governor for attendance, or a committee responsible for attendance, add details of their role in the monitoring of student attendance.

The Headteacher

- Overseeing the consistent implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students and requesting penalty notices, where necessary.
- Setting and monitoring the impact of any implemented attendance strategies and linking them to the school and Trust strategic plans
- Ensuring CPD is in place on attendance at an appropriate level for school staff
- Overseeing performance management for staff delivering and supporting attendance work.

The Attendance Champion

(Designated senior leader responsible for attendance)

- Leading attendance across the school and offering a clear vision for attendance improvement
- Ensuring good systems and processes are in place and monitoring their use
Regularly reviewing the school's attendance procedures – strengths and weaknesses, including seeking feedback from the attendance team, highlighting key issues with the Head
- Facilitating data reporting which provide data in appropriate formats for the relevant staff and governance bodies and has a deep and clear understanding of attendance by group, such as gender, students entitled to Free School Meals,



Pupil Premium students, students with SEND, Children in Care and attendance by Ethnicity and Language (English/EAL)

- Devising specific strategies to address areas of poor attendance identified through good use of data
- Building relationships with parents/carers to discuss and tackle attendance issues
- Ensuring staff are clear about their roles and responsibilities in relation to attendance and have the required knowledge and skills to fulfil them
- Facilitating at least weekly meetings of the staff to monitor and review attendance across the school – for individual students, vulnerable groups and the whole school. This will include decisions about next steps for individuals and cohorts and monitoring that the appropriate support is in place for students and families where targeted intervention and/or reintegration plans be needed

The designated senior leader responsible for attendance is Mr Mason and can be contacted via 01284413400 and/or jmason@sybilandrewsacademy.co.uk.

The attendance team

- Take and record calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers [and students] to the [head of year/pastoral lead] in order to provide them with more detailed support on attendance
- Make first day absence calls and call parents to clarify information
- Update registers and amend codes with approval

The attendance team are Ms Long and Mrs Dilks and can be contacted via 01284 413400 option 1/or elong@sybilandrewsacademy.co.uk and adilks@sybilandrewsacademy.co.uk.





Attendance Officer /The Attendance Team

Monitoring and analysing attendance data at individual and school level

Benchmarking attendance data to identify areas of focus for improvement

Ensuring that the daily registers are completed accurately and on time, recording the reasons for absences and reporting any concerns or patterns of absence to the rest of the Attendance Team/Champion.

Working with LA officers to tackle persistent absence and providing information for meetings with the LA

Making home visits, calls and meetings to parents as needed

Alerting staff in school where there are concerns -this might include the Designated Safeguarding Lead (DSL), Special Educational Needs and Disabilities Coordinator (SENDSCO) and other appropriate staff

Making referrals to other agencies who may support the family/student. This will not be done without parental agreement unless there are urgent safeguarding worries.

Preparing paperwork for Penalty Notices or other legal action if this is felt by the school to be appropriate

Coordinates requests for term-time leave of absence, liaising with the Attendance Champion and Head Teacher as necessary. (This also includes liaison with the DSL and Safeguarding Team.)

Making Children Missing Education referrals to the LA where appropriate (this includes liaison with the DSL and Safeguarding Team).

Recording work accurately on the system

The attendance officer is [Mrs Long] and can be contacted via [t01284 413400and/or elong@sybilandrewsacademy.co.uk].

Class teachers/form tutors

- Class teachers/form tutors are responsible for recording attendance on a daily basis, using the correct codes within the limits agreed by the school, and submitting this information within the first ten minutes of the lesson.





- Will discuss any initial concerns with students and families unless it has been agreed that, in particular cases, this rests with another member of staff
- Will talk to the tutor group/class about the importance of good attendance and how any worries can be shared
- Where there are attendance concerns, either raised by the form tutors themselves or by the Attendance Officer, they will 'check-in' with the student to find out about any reasons for absence as part of their responsibilities under the school's Safeguarding Policy.
- Form tutors may also be asked to meet with parents/carers whose child has a falling level of attendance and is flagged as a concern by the Attendance Officer.
- Form tutor contact details can be provided by the office team as needed.

Other pastoral staff

Year Teams/SEND Department

- Will discuss any concerns with students and families
- Will talk to the year group about the importance of good attendance and how any worries can be shared
- They will 'check-in' with the student to find out about any reasons for absence as part of their responsibilities under the school's Safeguarding Policy.
- They may also be asked to meet with parents/carers whose child has a falling level of attendance and is flagged as a concern by the Attendance Officer.

Our Senior Leaders –

Mr K Blakey – Executive Headteacher

Mr J Pointon – Head of School

Mr H Ruffell – Deputy Headteacher

Mr J Mason – Assistant Headteacher

Mrs C Bergin – Assistant Headteacher

Mr A King – Assistant Headteacher

Mr M Cripps – Assistant Headteacher





Designated Safeguarding Lead (DSL)

The DSL provides safeguarding support and advice to attendance colleagues as appropriate, including in response to term-time leave requests and CME cases, taking safeguarding action where necessary. Considering attendance across students known to be vulnerable/open to a SW; liaising with SWs

Special Educational Needs and Disabilities Co-ordinator (SENDCO)

Strategically consider data. Consider attendance of cohort and whether individual support plans/adjustments across led are needed

Teaching and Learning Lead -consider data strategically -is attendance impacting on attainment? Is catch up in place for students returning to school?

Behaviour Lead

Supporting the development of good behaviour and fostering a sense of belonging

By identifying students who need additional support with behaviour early

consider data strategically to see if there is any whole school approach needed to manage behaviour

Pupil Premium Lead

Consider data strategically to see if whole school or targeted initiatives are needed e.g. breakfast clubs

-additional targeted liaison with families and support if available -

LA EWO

E.g., To investigate absence which exceeds more than 10%, and to hold meetings with these parents/carers as required.

To investigate lateness which exceeds more than 5%.

To investigate any unexplained absence which exceeds more than 5 consecutive days.



To receive information and consider whether legal intervention is appropriate





Appendix B: How we collect, analyse and use data

DAILY	<p>Punctuality checks</p> <p>Following up Absences -no reason given or where we may need more information</p> <p>Deciding on priority actions to support students – e.g. those with particular vulnerabilities who may need a home visit.</p> <p>Sharing data with those who need it</p> <p>Displaying tutor group and year group data around the school</p> <p>The DfE extracts data from our system daily</p>
WEEKLY	<p>Review students where attendance is poor or reducing and decide next steps to support</p> <p>Make any necessary returns to the LA</p> <p>Allocating actions to staff members</p> <p>Check on the plans for PA and SA students</p> <p>Share individual student and tutor group attendance data with the pastoral team</p> <p>Provide tutors with a list of individual students to have attendance/punctuality conversations with.</p>
FORTNIGHTLY	<p>We check ourselves against other schools, areas and national data to see how we are doing and whether any more actions are needed</p> <p>Review students where attendance is poor or reducing and decide next steps to support</p>
HALF TERMLY	<p>Communicate concerns and praise to parents and students</p> <p>Communicate re rewards</p> <p>Discuss individual students and cohorts e.g. pp etc and decide on next steps individually or across school to look at trends and patterns which may require a more whole school approach.</p> <p>Exclusions and suspensions</p>

	<p>Review students where attendance is poor or reducing and decide next steps to support</p> <p>Review student movement and part time timetables data</p> <p>Exclusions and suspensions trends checked</p>
TERMMLY	<p>Review of plans in place at each level to ensure progress is being made – if not, modify the plans.</p> <p>Review by School SLT</p> <p>Celebration assemblies and attendance raffle</p> <p>Review data for accuracy</p> <p>LA Targeting Support Meeting</p> <p>Census return to the DfE</p> <p>Report to governors Half Termly</p> <p>Report to trust Board</p>
ANNUALLY	<p>Child's end of year report</p> <p>Report to governors</p> <p>Report to trust Board</p> <p>SLT to set strategic plan</p> <p>Flow chart at end -daily procedures</p> <p>Policy and procedures formal review</p>



Appendix C: Summary of Attendance Codes and Meanings

1. If a student is present in school the following codes from table 1 should be used

Code	Meaning
/	Present at school AM
\	Present at school PM
L	Late arrival before register is closed

2. If a student is absent from school so that they can attend a place other than school for any of the following reasons the relevant code from table 2 is used.

Code	Meaning
K	Attending Education provision arranged the LA
V	Attending an Educational visit or trip
P	Participating in a Sporting Activity P code can only be used if the student is present at the activity
W	Attending Work Experience
B	Attending any other approved Educational Activity
D	Dual Registered at another school

3. If a student is absent with leave

Code	Meaning
C1	Leave of absence – performance or regulated employment abroad
M	Leave of absence for Medical or dental Appointment
J1	Leave of absence for Interview
S	Leave of absence for Studying for public examination
X	Non – Compulsory School age student not required to attend school
C2	Leave of absence – compulsory school age student subject to part time timetable
C	Leave of absence exceptional circumstances

4. Student Absent other Authorised reasons



Code	Meaning
T	Parent travelling for occupational purposes.
R	Religious Observance
I	Illness (not medical appointment)
E	Suspended or permanently excluded with no alternative provision made

5. Student Absent – Unavoidable Cause

Code	Meaning
Q	Unable to attend school because of lack of access arrangements
Y1	Unable to attend due to transport normally provided not been available
Y2	Unable to attend due to widespread travel disruption
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as student is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause

6. Absent for unauthorised reasons

Code	Meaning
G	Holiday not granted by school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed

7. Administrative Codes

Code	Meaning
Z	Prospective student not on admission register
#	Planned whole school closure