

# Attendance policy

Reviewer:	Lynne Kettle
Approval:	Trust Board
Date approved:	04/02/2025
Review date:	04/02/2026
Review timescale:	Annual
Keywords:	[Keywords]

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# 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 students
- Promoting high expectation of attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student 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 ensure students have the support in place to attend school

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

## 2 Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance \(applies from 19 August 2024\)](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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 \(Student Registration\) \(England\) Regulations 2006](#) (and [2010](#), [2011](#), [2013](#), [2016](#) amendments)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)

## 3 Roles and responsibilities

### 3.1 The trustee board

The trustee board is responsible for:

- Setting high expectations of all school leaders, staff, students, and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate

- Recognising and promoting the importance of school attendance across the school's policies and procedures
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' 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 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 students, 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 schools
- Holding the principal to account for the implementation of this policy

### 3.2 The principal

The principal is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to trustees
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Approval of fixed-penalty notices, where necessary
- Issuing fixed-penalty notices, where necessary, or authorising the Attendance Officer to be able to do so
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health, and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectation of 96% for attendance to students and parents through all available channels

### 3.3 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 students, 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 students and their parents/carers
- Delivering targeted intervention and support to students and families
- The designated senior leader responsible for attendance is Cheryl Key and can be contacted via [ckey@ccs.northants.sch.uk](mailto:ckey@ccs.northants.sch.uk)

### 3.4 The attendance officer

The school attendance officer is responsible for:

- Benchmarking attendance data to identify areas of focus for improvement
- Monitoring and analysing attendance data
- Reporting on strategies to address areas of poor attendance identified through data
- Building strong relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention reintegration plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families
- Reporting irregular attendance and term time absence to the local authority
- Working with education School Attendance Support Service (SASS) to tackle persistent absence
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the principal.
- Advising the attendance champion (authorised by the principal) when to issue fixed penalty notices.
- The attendance officer is Lynne Kettle and can be contacted via [lkettle@ccs.northants.sch.uk](mailto:lkettle@ccs.northants.sch.uk)

### 3.5 Form tutors

Form tutors are responsible for:

- Recording attendance daily, using the correct codes, and submitting this information to the attendance officer by the end of each session.
- Liaise with the Performance Leaders and attendance officer on matters of attendance and punctuality
- Communicate any concerns or underlying problems that may account for a student's absence

- Support students with their wellbeing due to absence and refer any student to Performance Leader for additional support and guidance

### 3.6 Teachers

Teachers are responsible for recording attendance for both morning and afternoon sessions daily, using the correct codes (see Appendix 1), and submitting this information to the attendance officer the same day and identifying anomalies in student absence.

### School reception staff

School reception staff are responsible for:

- Forwarding absence notifications to the attendance officer
- Taking calls from parents advising of absence and recording it on the school system

### 3.7 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/carers are expected to:

- Ensure their child attends school every day and arrives on time
- Call the school to report their child's absence before 8.30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number 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 Attendance officer, who can be contacted via [lkettle@ccs.northants.sch.uk](mailto:lkettle@ccs.northants.sch.uk)

Ensuring your child's regular attendance at school is a parent/carer's legal responsibility ([section 444 of the 1996 Education Act](#)) and permitting absence from school that is not authorised by the school creates an offence in law.

### 3.8 Students

Students are expected to:

- Attend school every day unless they are ill or have an authorised absence
- Arrive in school on time
- Go to all their registrations and lessons on time
- Take responsibility for registering at the main reception (secondary only) if late or leaving the school site during school hours

## 4 Recording attendance

### 4.1 Attendance register

We will keep an attendance register and place all students 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. The register will mark using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

- Present
- Attending an approved off-site educational activity
- Absence
- 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:

- Whether the absence was authorised or not
- The nature of the activity if a student is attending an approved educational activity
- The nature of circumstances where a student 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.

Students must arrive in school by 8:40am on each school day. The register for the first session will be taken at 8.45am and will be kept open until 9:05am. The register for the second session will be taken at 1:40pm and will be kept open until 2pm.

### 4.2 Unplanned absence

The student's parent/carer must notify the school as early as possible on the first day of an unplanned absence and no later than 8.30am by one of the following methods:

In the case of a child being absent from school due to illness, parents/carers are expected to inform the school each day of absence and have two options to report their absence:

- Leave a message on the school's absence line, with details of your child's full name, form, reason for absence and expected date of return. Primary 01604 272572 / Secondary 01604 264320 or
- Report via [Edulink One](#)



Parents/carers who have failed to inform the school of their child's absence will receive an Edulink One message. Parents/carers then have the remainder of the school day to contact the attendance officer through one of the methods listed above. If no contact has been made by 3:30pm, the absence will be recorded as unauthorised.

*Please note, if your child is suffering from diarrhoea or vomiting, they must stay off school for 48 hours.*

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, or the student has persistent or severe absence.

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

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

Absences for 5 days or more for any reason will result in a welfare check being carried out by a member of staff.

### 4.3 Planned absence

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.

For reporting absence due to a medical or dental appointment please use one of the following methods:

- Leave a message on the school's absence line, with details of your child's full name, form, time of the appointment and whether your child will return after the appointment.  
Primary 01604 272572 / Secondary 01604 264320 or
- Report via [Edulink One](#), please note you can record absence on Edulink One up to 5 days in advance.

However, 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.

The student's parent/carer must also request for other types of term-time, , where possible, at least 2 weeks before the absence, by completing a [Request for absence form](#). Go to section 5 to find out which term-time absences the school can authorise.

## 4.4 Lateness and punctuality

A student who arrives late:

- Before the register has closed (9:05am) will be marked as late, using the appropriate code.
- After the register has closed (9:15) will be marked as absent, using the appropriate code.

Primary gates open from 8.30am for students to arrive in class by 8.45am for morning registration, if a primary student repeatedly arrives after 8:45am, parent may be contacted to discuss support. Secondary students are expected to be through the gates by 8.40am for registration at 8.45am. If a secondary student arrives after 8.40am, they will be asked to sign in at the main reception and may be expected to attend a 60-minute detention, which parents will be notified of via Edulink. If there are extenuating circumstances such as appointments or illness, we ask that you ensure communication is sent to the school no later than 8.30am to ensure absences are authorised if appropriate.

It is important to be on time at the start of the morning and afternoon school sessions and to lessons. The start of school/lessons are used to give out instructions or organise work. If a student is late, they may miss work, time with the class teacher, and miss getting vital information. Students that are persistently late are disrupting not only their own education but also that of other students. On-going and repeated lateness may result in the parent/carer being contacted and invited to attend a meeting to discuss improvement and how the school can support.

- Being 5 minutes late everyday equals over 3 days lost each year
- Being 15 minutes late every day equals missing 2 weeks of school a year
- Being 30 minutes late every day equals missing 19 days of school each year

## 4.5 Following up unexplained absence

Where a student that we expect to attend school does not attend, or stops attending, the school will:

- Follow up on their absence with their parent/carer to ascertain the reason, by Edulink One, email or a phone call by the attendance officer.
- Identify whether the absence is authorised or unauthorised and use the correct attendance code.
- 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 student 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 student's youth offending team officer.
- Where appropriate, offer support to the student and/or their parents to improve attendance.
- Identify whether the student 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 (see section 5.2 below), as appropriate]

## 4.6 Reporting to parents

- Parents in our Primary phase receive their child's attendance record annually via census written reports.
- Parents in our Secondary phase receive their child's attendance record twice a year via census written reports.
- Statutory attendance data is available on Edulink.
- Parents/carers who have failed to inform the school of their child's absence will receive an Edulink One message.

## 5 Authorised and unauthorised absence

### 5.1 Approval for term-time absence

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

The principal will only grant a leave of absence to a student 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 principal's discretion, including the length of time the student is authorised to be absent for.

We define 'exceptional circumstances' as incidents that are short-term, arise unexpectedly, and are beyond the control of the individual, examples may include the death of a close relative, attending a funeral, respite care of a child, or a housing crisis that prevents attendance.

Leave of absence will not be granted for a student to take part in protest activity 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, considering the specific facts, circumstances, and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with the [request for absence form](#). The principal may require evidence to support any request for leave of absence.

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

- Illness (including mental illness) and medical/dental appointments (see sections 4.2 and 4.3 for more details)

- Religious observance, where the day is exclusively set apart for religious observance by the religious body to which the student's parents/carers belong. If necessary, the school will seek advice from the parents/carers religious body to confirm whether the day is set apart.
- If the student is currently suspended or excluded from school (and no alternative provision has been made)
- Other exceptional circumstances at the discretion of the principal

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

If you take your child out of school for an accumulative total of 5 days or more (10 sessions) (90%) over a period of ten weeks, the school will deem this as irregular attendance and will consider a referral to the Local authority for consideration of legal action.

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 student
- 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 student must not be present in a public place on that day).

Each parent who is liable for the student'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.

A Penalty Notice payable up to £160 fine.

Prosecution under s444 (1) Education Act 1996, where if convicted you may be fined up to £1,000.

Prosecution under s444 (1) (a) Education Act 1996 where if convicted you may be fined up to £2,500 and/or 3 months' imprisonment."

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 student, 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 student attends school.

They will include:

- Details of the student'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

### 6.1 Celebrating good attendance

To promote good attendance and to emphasise its importance throughout all year groups, the school presents certificates at the end of term 2, term 4 and Term 6 for 100% attendance during celebration assemblies.

During the year individual rewards and House points to form groups and individuals are allocated for improved and excellent attendance.

Students who have persistent absence but are making improvements throughout the academic year will also be recognised, with achievement points and parents/carers will receive an email in recognition to their child's improved attendance.

Attendance and absences are also included in Form Tutor reports home on a termly basis.

## 7 Supporting students who are absent or returning to school

### 7.1 Students absent due to complex barriers to attendance

We aim to support all students to attend school and to ensure they are able to progress academically as this will have an impact on their outcomes and future choices and opportunities. Students who are absent due to complex barriers to attendance, will have the support they individually need to attend school regularly. The support may come from various areas such as our school counsellor, ELSA, MHST or our Pastoral team. We will look at any adjustments required, to remove the barriers and work closely with the family. We will involve the local authority School Attendance Support Service (SASS) for additional support if deemed necessary.

### 7.2 Students absent due to mental or physical ill health or SEND

Students who are absent due to mental or physical ill health or SEND, will have support within the school depending on the student's individual requirements. This may include support from members of staff from various departments such as Learning support, our school counsellor, first aid team, or the Pastoral team. We may also look to involve external agencies such as MHST, CAMHS, The Lowdown, and Hospital and Outreach.

We will work closely with the student and family and any involved external agency to ensure the student feels supported. We will review the student's individual needs and make any adjustments that are deemed necessary. Where a student has an education health and care (EHC) plan and their attendance falls, support has not been affective, or we do not have parental engagement, the school will inform the local authority as required in the DfE Working together to improve attendance policy.

### 7.3 Students returning to school after a lengthy or unavoidable period of absence

Students may require reasonable adjustments to ensure they are able to return to school. These adjustments may require a risk assessment or additional support from specific members of staff in various areas of the school such as our Aspire team, Pastoral team or first aid team. Each student

will be evaluated individually to determine their needs so they feel safe and confident to return to school.

## 8 Attendance monitoring and analysing

### 8.1 Monitoring attendance

- The attendance officer will monitor student's absence daily, half termly, and yearly, and at an individual student level.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern.
- If a student's absence continues to increase, the parent/carer will be asked to come into school to discuss the reason and support will be offered where necessary.
- The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.]

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 trustee board.

If a student's absence continues after contacting their parent/carer, we will consider involving The Attendance Support Service (SASS) at the local authority.

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

### 8.2 Analysing attendance

Student-level absence 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 compare attendance data to the national average and share this with the trustee board.

The school will:

- Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance and use this analysis to provide target support to these students and their families.
- Identify students 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.

### 8.3 Using data to improve attendance.

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups, or cohorts that it has identified via data analysis.
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance data to form tutors and other school leaders, to facilitate discussions with students and families and to the governing board and school leaders (including special educational needs coordinators, designated safeguarding leads and student premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies.
- Share information and collaborate with other schools in the area, local authorities, and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

### 8.4 Reducing persistent and severe absence

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

The school will:

- Work with the student and parents/carers to ensure students do not become persistent absentees
- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of students who the school (and/or local authority) considers to be vulnerable, or 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 barriers to attendance and liaise the local authority for additional support and where relevant.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)



There is a strong link between good attendance and attainment, being in school is important for your child's achievement, wellbeing, and wider development. Every moment in school counts, and days missed add up quickly. See chart below for example of attendance % and number of missed lessons this impacts

Attendance during one school year	Equivalent days	Missed lessons
100%	No days or lessons missed	
98%	5	35
96%	7	42
95%	9	54
90%	19	114
85%	28	174
80%	38	228
75%	46	288
70%	57	342
65%	66	402
60%	76	456
55%	86	516
50%	Severely absent	

## 9 Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the attendance officer. At every review, the policy will be approved by the full trustee board.

## 10 Links with other policies

This policy links to the following policies: [Caroline Chisholm School - Policies \(ccs.northants.sch.uk\)](https://ccs.northants.sch.uk/policies)

- Child protection and safeguarding policy
- Behaviour policy
- Admissions policy
- [Summary of responsibilities where a mental health issue is affecting attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## Appendix 1 Attendance codes

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

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

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

Y3	Part of school premises closed	Student 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 student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
Y6	Public health guidance or law	Student'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
<b>Absent – unauthorised absence</b>		
G	Holiday not granted by the school	Student 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	Student has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
Z	Prospective student not on admission register	Student 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