Attendance Policy

Challney High School For Boys

Action	Date
Reviewed and amended	November 2025
Approved by Local Governing Body	October 2026
Next review Date	October 2027

Expert Knowledge	Ambitious Curriculum	Effective Pedagogy	Purposeful Practice	Rigorous assessment and intervention	Rich Culture
Staff possess a detailed knowledge of the school's attendance protocols and procedures.	High attendance is a visible and integral part of the Personal Development Curriculum and is consistently promoted by all.	Research driven pedagogical approaches are effective in promoting strong attendance.	High quality CPD, resources and frameworks are provided to all key staff, with appropriate training.	Robust data monitoring processes inform a forensic approach to identifying key groups/individuals and applying appropriate intervention.	Attendance is a high status topic in school and the wider community, which is reflected through school values.

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Attendance Toolkit

Working together to improve attendance.

Introduction

This toolkit has been put together in collaboration with colleagues across Chiltern Learning Trust (CLT) and reflects the Department for Education's statutory guidance 'Working together to improve school attendance' (July 2026). It is designed to encourage consistency across CLT schools in promoting good attendance and reducing absence.

The toolkit includes a model policy and associated materials, which can be implemented throughout our schools. This will allow families who have children in different schools to receive the same message regarding absence and holidays, as well as ensuring parents feel a sense of consistency throughout their child's school career.

The policy and associated materials set a level of consistency in terms of the authorisation of absence, as well as identifying trigger points for attendance procedures. Other parts of the toolkit are ideas and resources that are working in schools already, and can be used as a template to be amended and adapted.

In addition, there is an audit tool to review attendance practices, examples of tracking systems and governor reporting templates. Therefore, the toolkit acts as a basis for sharing good practice and peer support to improve or maintain excellent rates of attendance.

Policy Statement

1 | Policy Statement

1.1 It is the aim of Challney High School for Boys that pupils should enjoy learning, experience success and realise their full potential. The Attendance Policy reflects this and recognises that regular attendance has a positive effect on the motivation and attainment of pupils.

1.2 As part of the Chiltern Learning Trust (CLT), the school is committed to the shared values, which is a cornerstone of all we do:

1.3 The school strives to consistently deliver excellent educational experiences for pupils, improving their life chances and serving the communities of which we are a member.

1.4 Our Attendance target is 97% or above.

2 | Reference to other relevant policies

This policy should be read in conjunction with existing trust-wide and school policies including (but not limited to) the following policies:

- Safeguarding and Child Protection Policy.
- Special Educational Needs and Disability Policy
- Behaviour Policy and Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy.

3 | Legislation or non-statutory guidance

3.1 This policy meets the requirements of Department for Education (DfE) guidance and legislation setting out the legal powers and duties that govern school attendance including:

- The Education Act 1996 (as amended)
- The Education (Pupil Registration) (England) Regulations 2006 (as amended in 2010, 2011, 2013 and 2016)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2024

3.2 DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)
  https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf
- Keeping children safe in education (DfE)
  www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Working together to improve school attendance (DfE)
  https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
- Sharing daily pupil attendance data (DfE April 2024)
  https://assets.publishing.service.gov.uk/media/6643266d993111924d9d3383/Guidance_for_sharing_daily_pupil_attendance_data.pdf
- Supporting pupils at school with medical conditions (DfE December 2015)
  www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
- Arranging education for children who cannot attend school because of health needs (DfE December 2023)
  https://assets.publishing.service.gov.uk/media/657995f0254aaa000d050bff/Arranging_education_for_children_who_cannot_attend_school_because_of_health_needs.pdf
- Providing remote education: non-statutory guidance for schools (DfE January 2023)
  https://assets.publishing.service.gov.uk/media/662a6aefe8c75df17da7e593/Providing_remote_education_non-statutory_guidance_for_schools.pdf

• Mental health issues affecting a pupil's attendance: guidance for schools (DfE February 2023)
https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools

• School attendance parental responsibility measures (DfE January 2015)
https://assets.publishing.service.gov.uk/media/5a80ce9740f0b623026959aa/School_attendance_parental_responsibility_measures_statutory_guidance.pdf

• School census guidance (DfE)
www.gov.uk/guidance/complete-the-school-census

• Suspension and Permanent Exclusion Guidance (DfE July 2026)
www.gov.uk/government/publications/school-exclusion

• Home-to-school travel and transport guidance (DfE January 2024)
www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance

4 | Roles and Responsibilities

4.1 The following is the overview of the main lines of responsibility for attendance issues across the school;

• Tracking pupils' attendance - Senior Attendance Champion supported by Attendance Officer

• Devising and implementing action-plans for pupils with low attendance - Senior Attendance Champion supported by Attendance Officer

• Sharing of relevant information between attendance and safeguarding staff - Senior Attendance Champion supported by Attendance Officer

• Timely liaison with home - Senior Attendance Champion supported by Attendance Officer

• Referral to and liaising with outside agencies - Senior Attendance Champion supported by Attendance Officer

• Making Penalty Notice requests and requests for other Legal Action to the Local Authority -

Attendance Officer

• Children Missing Education referrals - Attendance Officer

• Removing pupils from roll in line with legislation and guidance - Senior Attendance Champion supported by Attendance Officer and the Administration staff responsible for BROMCOM.

4.2 Chiltern Learning Trust

4.2.1 The Trust will continue to recognise the importance of attendance and ensure it is always discussed with school leaders, including evaluating school processes to ensure they meet the needs of pupils.

4.2.2 The Trust is responsible for offering a template attendance policy and ensure all schools have an up to date attendance policy.

4.2.3 The Trust will discuss and hold the Headteacher to account for all school wide elements outlined in this document.

4.2.4. The Trust will continue to ensure school leaders fulfill expectations and statutory duties.

4.2.5 The Trust will review attendance data and trends at Trust level, offering CPD to relevant leaders focusing on particular cohorts and sub groups.

4.2.6 The Trust will monitor attendance patterns, identify common issues/barriers and share effective practice on attendance management and improvement across schools.

4.2.7 The Trust will support schools in the development of comprehensive action plans, for review, where attendance data is not adequate or improving.

4.3 The Local Governing Body

The Local Governing Body is responsible for:

4.3.1 Approving local adaptations to the CLT template policy and monitoring its implementation and effectiveness.

4.3.2 The LGB is responsible for monitoring attendance figures for the whole school at least 6 times a year. It also holds the Headteacher to account for the implementation of the attendance policy.

4.3.3 Setting high expectations of all school leaders, staff, pupils and parents/carers making sure school leaders fulfil expectations and statutory duties, including:

- o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
- o Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

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

4.3.5 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

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

4.3.7 Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most

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

4.3.9 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 pupils' needs

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

4.3.11 Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:

- o The importance of good attendance
- o That absence is almost always a symptom of wider issues
- o The school's legal requirements for keeping registers
- o 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

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

4.3.13 Our current link Governor to Attendance and Punctuality is Shahid Nawaz who meets with SLT once per half term to discuss attendance data, processes and students of concern. Where required they meet with parents to support the school's drive to further improve attendance figures.

4.4 The Headteacher

The headteacher is responsible for:

4.4.1 The implementation of this policy at the school

4.4.2 Monitoring school-level absence data and reporting it to governors

4.4.3 Supporting staff with monitoring the attendance of individual pupils

4.4.4 Monitoring the impact of any implemented attendance strategies

4.4.5 Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Officer to be able to do so

4.4.6 Working with the parents/carers 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

4.4.7 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

4.4.8 Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels

4.4.9 Sharing information from the school register with the local authority, including:

- o Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times

- o Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days

- o Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

4.5 Senior Attendance Champion (Assistant Headteacher i/c personal development and attendance)

Having a deep and clear understanding of attendance by group, such as gender, pupils entitled to Free School Meals, Pupil Premium pupils, pupils with SEND, Children in Care and attendance by Ethnicity and Language (English/EAL). Also rewarding and acting to improve the attendance of pupils that may fall into smaller groups, or the attendance of individual pupils with protected characteristics, such as pupils who do not identify with their gender assigned at birth, pupils who are gay or bisexual, pregnant pupils and pupils who are young parents.

Ensuring staff are clear about their roles and responsibilities in relation to attendance and have the required knowledge and skills to fulfil them.

Regularly reviewing the school's attendance procedures – strengths and weaknesses, including seeking feedback from the attendance team; highlighting key issues with the Headteacher. Setting a clear vision for improving and maintaining attendance.

The designated senior leader for attendance is responsible for:

4.5.1 Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels

4.5.2 Leading, championing and improving attendance across the school

4.5.3 Setting a clear vision for improving and maintaining good attendance

4.5.4 Evaluating and monitoring expectations and processes

4.5.5 Having a strong grasp of absence data and oversight of absence data analysis

4.5.6 Regularly monitoring and evaluating progress in attendance

4.5.7 Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

4.5.8 Liaising with pupils, parents/carers and external agencies, where needed

4.5.9 Building close and productive relationships with parents/carers to discuss and tackle attendance issues

4.5.10 Creating intervention or reintegration plans in partnership with pupils and their parents/carers

4.5.11 Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Richard Church (Assistant Headteacher) and can be contacted via phone on 01582 599921 or by email on rchurch@challneyboys.co.uk.

4.6 Attendance Team

The Attendance Team consists of the Assistant Headteacher i/c/ Personal development and Attendance, Deputy Headteacher and Designated Safeguarding Lead and Attendance Officer. They will meet as a team weekly to monitor and review attendance across the school – for individual pupils, vulnerable groups and the whole school. During their meetings, the Attendance Team will identify pupils whose attendance is a cause for concern and put attendance interventions in place as necessary. Depending on the level of concern, the Attendance Team will involve class teachers and other relevant staff and coordinate meetings with parents/ carers. Where considered necessary a formal action plan will be produced.

4.7 Attendance Officer

The school attendance officer is responsible for:

4.7.1 Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels

4.7.2 Monitors attendance data at the school and individual pupil level.

4.7.3 Reports concerns about attendance to the Headteacher and Designated Safeguarding Lead (DSL) as appropriate.

4.7.4 Arranges calls and meetings with parents/carers to discuss attendance issues.

4.7.5 Coordinates requests for Term-time Leave of Absence, liaising with the Headteacher as necessary. (This also includes liaison with the DSL and Safeguarding Team.)

4.7.6 Makes Children Missing Education referrals to the Local Authority where appropriate (this includes liaison with the DSL and Safeguarding Team).

4.7.7 Advising the Headteacher/Assistant Headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Yvonne Hemming and can be contacted via telephone on 01582 599921 or by email on yhemming@challneyboys.co.uk.

4.8 Student Support Officers (Attendance Administration support)

The Attendance Administrator is responsible for 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 Attendance Team.

School Student Support Officers in Student Reception will:

4.8. 1 Take calls from parents/carers about absence on a day-to-day basis and record it on the school system

4.8.2 Monitor the received messages from Studybugs, our online support attendance site which helps screen messages before uploading it onto our MIS network, SIMs.

4.8.3 Transfer calls from parents/carers to the Head of House/Year where appropriate, in order to provide

them with more detailed support on attendance

4.9 Office Staff

school office staff are expected to take calls from parents/carers about absence and record the information on the school (school) information management system (SIMS). They also add and remove students from the school's MIS when instructed to do so by the Senior Attendance Champion.

4.10 Designated Safeguarding Lead (DSL)

Providing 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.

Meeting with the school Attendance Officer/Team to review the attendance of the pupils on the school's Vulnerable List and agreeing any action needed.

Conduct home visits particularly of vulnerable students.

4.11 Special Educational Needs Co-ordinator (SENCO)

Meeting with the school Attendance Officer/Team to review the attendance of the pupils on the school's Vulnerable List/SEND Register and agreeing any action needed.

4.12 Form Tutors

Form tutors and class teachers 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. On a Monday, Tuesday, Thursday and Friday the AM registration must be completed by 9.10am and by 9.20am on a Wednesday. In the afternoon's the registration must be completed by 3pm everyday.

Form tutors / class teachers are responsible for recording their pupils' attendance on a daily basis, using the correct codes, and submitting this information to the school office.

Where there are attendance concerns, either raised by the class teachers/form tutors themselves or by the Attendance Officer/Lead/Team, they will 'check-in' with the pupil to find out about any reasons for absence as part of their responsibilities under the school's Safeguarding Policy.

Form tutors / class teachers 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/Lead/Team.

4.13 Subject Teachers

Subject teachers are responsible for accurately recording the attendance of all the pupils on their class list. Teachers are expected to highlight any anomalies in their class list – for example students who are attending but are not on the class list and pupils who are not attending and the teacher believes they should no longer be on their class list. Any anomalies should be reported to [staff member's role].

Subject teachers are responsible for highlighting any attendance concerns of pupils on their class list to ensure the relevant staff member/s are aware and follow up action is taken where necessary. Any concerns re individual pupils' attendance should be reported to [staff member's role].

4.12 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:

4.12.1 Make sure their child attends every day on time

4.12.2 Contact the school either through Studybugs or by phoning the school to report their child's absence before 9am (9.10am on Wednesday) on the day of the absence and each subsequent day of absence, and advise when they are expected to return

4.12.3 Provide the school with more than 1 up to date emergency contact number for their child

4.12.4 Ensure that, where possible, appointments for their child are made outside of the school day

4.12.5 Keep to any attendance contracts that they make with the school and/or local authority

4.12.6 Seek support, where necessary, for maintaining good attendance, by contacting Yvonne Hemming (Attendance officer) by telephone on 01582 599921 or by email on yhemming@challneyboys.co.uk or their child's Head of House/Year.

4.13 Pupils

Pupils are expected to:

4.13.1 attend every timetabled session, both AM and PM, on time

5 | Data Protection Implications

5.1 The personal information the school uses to help manage attendance and absence is governed by the UK GDPR and Data Protection Act 2018. Much of this information will be sensitive, to both pupils and their parents/ carers, and staff must take care to apply appropriate safeguards to ensure personal information is processed fairly and lawfully, is the minimum amount necessary to achieve our aims, is accurate, and where necessary, kept up to date, is not held for longer than is necessary and remains safe and secure.

5.2 Staff must record personal information accurately, being clear whether something is an opinion, reported by someone else, or fact. It is also important to remember that pupils and parents/carers can ask to see copies of the personal information the school holds about them.

5.3 Staff should share relevant information and work collaboratively with other schools, local authorities and external partners to target support at persistently absent (below 90%) and severely absent (below 50%) pupils (including those at risk of becoming persistent or severe). Schools should also inform a pupil's social worker and/or youth offending team worker if there are unexplained absences from school.

6 | Aims

6.1 The school aims to meet its obligations with regard to school attendance by promoting good attendance; ensuring every pupil has access to the full-time education to which they are entitled; and acting early to address patterns of absence.

6.2 This policy sets out the school's position on attendance and details the procedures that all parents / carers must follow to report their child absent from the school.

6.3 It is vital that children develop regular attendance habits at an early age. Therefore, the school will encourage parents/carers to send their children to every session that is available to them. If the child is unable to attend the school for any reason, the parent/carer should inform the school of the reason on the first day of absence. If the school is concerned about a pupil's attendance for any reason, the school will contact the parent/carer to discuss the matter, in the first instance.

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

6.5 Pupils should attend the school every day, unless they are really not well enough to. 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. The school wants all pupils to enjoy school, grow up to become emotionally resilient, confident and competent adults who are able to realise their full potential. Regular attendance and punctuality are essential in the workplace and children who are used to attending school on time, and on every occasion, unless they are too unwell to attend, will be better prepared for the attendance expectations in the workplace.

6.6 In April 2017 the Supreme Court clarified the definition of regular attendance to be attendance "in accordance with the rules prescribed by the school", therefore if an absence is not authorised by the school, the pupil's attendance is deemed to be irregular.

6.7 The school will do all it can to encourage pupils to attend. The school will make the best provision it can for any pupil who needs additional support in school or who is prevented from attending school, due to physical or mental health needs or disability. The school recognises that for disabled pupils, 'reasonable adjustments' may be needed to the school environment or to policies to support good attendance. Please see DfE guidance documents '**Supporting pupils at school with medical conditions - December 2015'** and **'Arranging education for children who cannot attend school because of health needs - Dec 2023'** or ask the school for printed copies.

6.8 One of the most important factors in promoting good attendance is the development of positive attitudes towards school. To this end, the school strives to provide a happy and rewarding experience for all children, and to foster positive and mutually respectful relationships with parents/carers.

6.9 By promoting good attendance and punctuality the school aims to:

- Make good attendance and punctuality a priority for all those involved in the school community
- Raise pupils' awareness of the importance of good attendance and punctuality
- Provide support, advice and guidance to parents/carers, pupils and staff
- Work in partnership with parents/carers and, where appropriate, the wider family

7 | Effects of non-attendance

7.1 Any absence affects the pattern of a child's schooling and regular absence may seriously affect their learning. The Department for Education (DfE) defines a pupil as a 'persistent absentee' when they miss 10% or more schooling across the school year, for whatever reason. Furthermore the DFE defines a pupil as a 'severe absentee' when they miss 50% or more schooling across the school year, for whatever reason.

7.2 The table below indicates how what might seem like just a few days of absence can result in children missing a significant number of lessons.

Attendance during school year	Days lost in a year	Which is approximately	Approximate number of lessons missed
95%	**9.5 days**	**2 weeks**	**60 lessons**
90%	**19 days**	**4 weeks**	**120 lessons**
50%	**95 days**	**20 weeks**	**600 lessons**

8 | Safeguarding and Attendance

8.1 The school will monitor trends and patterns of absence for all pupils as a part of its standard procedures. However, it is recognised that sudden or gradual changes in a pupil's attendance may indicate additional or more extreme safeguarding issues. In line with government guidance **Keeping Children Safe in Education**, Local Procedures and the school's Safeguarding Policy, staff will investigate and report any suspected

safeguarding cases on to the relevant authorities. As part of the school's safeguarding duty and standard procedures, staff will inform the Local Authority and/or the Police of the details of any pupil who is absent from school when they cannot establish their whereabouts and are concerned for the pupil's welfare.

8.2 If a pupil is not attending as required, where the school deems it appropriate, staff may make home visits to see and speak to the pupil and parents/carers as part of the school's safeguarding and attendance processes.

If staff are unable to see and speak to the pupil and parents/carers, they may contact the pupil's emergency contacts and/or other professionals or contacts of the family, who they reasonably expect may be able to provide the school with relevant information. Where relevant, appropriate staff will therefore contact a pupil's social worker and/or members of the youth offending team if there are unexplained absences from school.

Contents of Attendance Register

The law states that schools must take the attendance register at the start of the first session of each school day and once during the second session. On each occasion the school must record whether each pupil is:

• Present;

• Absent;

• Attending an approved educational activity; or

• Unable to attend due to exceptional circumstances.

9 | Present at School (and Lateness)

9.1 Pupils are marked present if they are in the school when the register is taken. The school takes its attendance register at the start of each morning session and once during each afternoon session, at the same time for all registered pupils. If a pupil leaves the school premises after registration, they are still counted as present for statistical purposes.

9.2 It is the duty of parents/carers to ensure that children attend school on time. This encourages habits of good timekeeping and lessens any possible classroom disruption. However, it is also recognised that pupils are sometimes late due to reasons such as caring for parents/carers or siblings, or transport difficulties.

9.3 If a pupil starts arriving late to the school on a regular basis, the school will work with the pupil and family to find out why the pupil is late and whether any support is needed for the pupil or family, in order to support the pupil to attend on time.

9.4 The Assistant Headteacher will meet with parents/carers of pupils who are frequently late, to further investigate reasons for lateness and discuss solutions to enable more punctual attendance. If required this will be escalated to the Headteacher.

9.5 Morning registration

• Our pupils must arrive by [8.40 am] on each school day.

• Pupils arriving after 8.45am (9.10am on Wednesdays) will be marked as late (L) – which still counts as present. See DfE Attendance Codes – Appendix One.

• If a pupil arrives after the close of registration (after 9.10am on Monday, Tuesday, Thursday and Friday and 9,20am on Wednesday) , they will be marked with the unauthorised absence code 'Late after registers close' (U) for the morning session. (See 'Unauthorised Absence' section for more information on unauthorised absences.) If a pupil arrives late after the registers close due to a valid reason, such as an unavoidable medical appointment, their absence will be marked with the appropriate authorised absence code.

9.6 Afternoon registration

9.6.1 The afternoon register is taken at 2.30pm and will be kept open until 3pm.

9.6.2 If a pupil has been out of school during the morning and/or lunchtime session and arrives at school after 2.30pm but before 3pm] they will be marked (L) – which counts as present.

9..6.3 If a pupil arrives after 3pm they will be marked with the unauthorised absence code 'Late after registers close' (U) for the afternoon session. If a pupil arrives late after the afternoon registers close due to a valid reason, such as an unavoidable medical appointment, their absence will be marked with the appropriate authorised absence code.

10 | Effects of Late Arrival

10.1 When a pupil arrives late to the school, they miss important events like assembly, teacher instructions and introductions; this can seriously disadvantage pupils. The table below indicates how frequent lateness can add up to a considerable amount of learning being lost.

Minutes late per day	Equates to days of teaching lost in one year	Which means this number of lessons missed
5 mins	**3 days**	**18 lessons**
10 mins	**6 days**	**36 lessons**
15 mins	**9 days**	**54 lessons**

Sanctions for Punctuality Issues

Any student who arrives late to school should sign in at Student Reception, and will be kept in the Lower School Cafeteria for the duration of the form time and will receive a 30 minute detention on the same day. If they don't turn up, this will be escalated to a one hour detention the next day. All 'lates' will be entered on the Lesson register as an L and include the number of minutes late.

When a pupil's late arrival is caused by reasons beyond the pupil's control e.g. the bus breaks down, they should be marked late but will not receive a detention (this will be at the discretion of the Assistant Headteacher). The Assistant Headteacher will refer any students who are persistently late to the House / Year Team who will follow this up with parents.

11 | Authorised Absence

11.1 '**Authorised absence'** means that the school has either given approval in advance for a pupil of compulsory school age to be away from the school or has accepted an explanation offered afterwards as justification for absence. The following information outlines the main circumstances where absence may be authorised by the school.

11.2 Illness

- In most cases, absences for illness which are reported by following the school's absence reporting procedures will be authorised. That is unless the school has a genuine concern about the authenticity of the illness.
- The school follows the **Working together to improve school attendance**, which states that if the authenticity of the illness is in doubt, the school may ask the parent/carer to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence. The school will not ask

for medical evidence unnecessarily. In some instances, the school may ask the parent/carer to obtain a letter from a GP, or seek parental permission to contact the pupil's GP directly.

- If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.
- Where a pupil has a high level and/or frequency of absence, the school may require suitable evidence in order to authorise any future absence where illness has been given as the reason. If this is the case, the school will make the parent/carer(s) aware of this expectation in advance.
- The reporting of absence due to illness remains the responsibility of the parent/carer. Absences due to illness which have not been reported to the school by the parent/carer on the first and any subsequent days of absence may not be authorised.

11.3 Pupils taken ill during the school day

If a pupil needs to be sent home due to illness, this should be by agreement with an appropriately authorised member of school staff. In such circumstances, the pupil must be collected from the school office by a parent/carer or another authorised adult (unless otherwise agreed between the school and the parent/carer) and signed out in the 'signing out' book. No pupil will be allowed to leave the school site without parent/carer confirmation.

11.4 Medical/Dental Appointments

11.4.1 Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels

11.4.2 Parents/carers should try to make appointments outside of school hours wherever possible. Where appointments during the school day are unavoidable, the pupil should only be absent for the minimum amount of time necessary for the appointment. It is not acceptable for a pupil to miss a whole day for an appointment, unless absolutely necessary, in which case the school will need an explanation as to why this is. The school recognises that pupils with a health condition may have a higher number of medical appointments than other pupils and it is therefore possible that at least some of these appointments may be during the school day.

11.4.3 If a pupil must attend a medical appointment during the school day, they must be collected from the student reception by the parent/carer or another authorised adult. No pupil will be allowed to leave the school site without parent/carer confirmation.

11.4.4 Advance notice is required for medical or dental appointments, unless it is an emergency appointment. Parents/carers should also provide the school with sight of, or a copy of, the appointment card or letter.

11.5 Religious Observance

11.5.1 The school acknowledges the multi-faith nature of the school community and recognises that religious festivals sometimes fall outside of school holidays or weekends.

11.5.2 In accordance with the law, the school will authorise one day's absence for a day exclusively set apart for religious observance by the religious body to which the parent/carer belongs – this will be marked with the R code. In line with Working together to improve school attendance, 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.

11.5.3 Parents/carers should notify the school in advance that their child will be absent for religious observance, so that the school knows whether to expect the pupil into school or not.

11.5.4 If a parent/carer would like their child to be absent for an additional day around a religious observance, they should contact the school. The school will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If additional absence is authorised, this would be marked with the C code.

11.5.5 The school will ensure a pupil is not penalised for absence due to days of Religious Observance, for

example if using attendance rewards.

11.6 Traveller Absence

11.6.1 The Education Act 1996 includes specific reference to the school attendance of children "of no fixed abode". This law applies when a child is unable to attend school because they are travelling with their parent/carer "who is engaged in a trade or business of such a nature as to require [the parent/carer] to travel from place to place". This is subject to certain limits, depending on the child's age and number of sessions absent.

11.6.2 Working together to improve school attendance explains that a number of different groups are covered by the generic term Traveller – Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers.

11.6.3 The school will discuss requests for absence individually with parents/carers as necessary. Parents/carers should let the school know of their plans as far in advance as possible.

11.6.4 To help ensure continuity of education for children from the above groups, wherever possible the child should attend school elsewhere when their family is travelling for occupational purposes. In which case, the child will be dual registered at the school they are attending and at this school, which is their 'main school'.

11.6.5 The T code, which is an authorised absence, should be used for pupils when Traveller families are known to be travelling for occupational purposes and have agreed this with the school but it is not known whether the pupil is attending another educational provision.

11.6.6 Children from these groups whose families do not travel for occupational purposes are subject to the same rules as other children in terms of the requirement to attend school regularly.

11.7 Exclusions

11.7.1 If the school decides to send a pupil home due to their behaviour, this will be recorded as an Exclusion. The school will follow the DfE's Suspension and permanent exclusion guidance.

11.7.2 Any exclusion must be agreed by the Headteacher.

11.7.3 The school will notify the parents/carers of the exclusion. If the pupil is a Child in Care, the school will notify the pupil's carer, social worker and the Local Authority's Virtual School. In other instances, where a pupil is open to Children's Social Care for any reason, the school will also inform the pupil's allocated social worker.

11.7.4 The pupil must be collected from the school's main reception by the parent/carer or another authorised adult. No pupil will be allowed to leave the school site without parent/ carer confirmation.

12 | Absence Reporting and Response

12.1 First Day of Absence Reporting

12.1.1 The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am (9.10am on Wednesdays) or as soon as practically possible, by calling the school Student Reception staff, who can be contacted via telephone on 01582 599921 or preferably using the Studybugs app which can be easily downloaded from Studybugs.com website.

12.1.2 Parents must inform the school as to the child's name, their form group and year and the reason for the child's absence.

12.1.3 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.

12.1.4 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.

12.1.5 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.

12.2 First Day of Absence Response

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

12.2.1 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 conduct a home visit if there is a particular reason for which to do so. Students who are LAC, SEND or other vulnerable groups may fall into this category.

12.2.2 Identify whether the absence is approved or not

12.2.3 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

12.2.4 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 conducting a home visit and involving other outside agencies where required.

12.2.5 Where relevant, report the unexplained absence to the pupil's youth offending team officer

12.2.6 Where appropriate, offer support to the pupil and/or their parents to improve attendance

12.2.7 Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

12.2.8 Where support is not appropriate, not successful, or not engaged with a Notice to Improve will be issued followed by a Penalty Notice or other legal intervention if required (see section 5.2 below)

12.3 Pre-agreed absence

Parents/carers are not required to contact the school on the day of an absence if the parent/carer has already formally notified the school prior to the day of absence and the absence has been agreed in advance. For example, a planned hospital appointment or an exceptional term time leave of absence which has already been agreed by the Headteacher in writing.

12.4 Emergency Contacts

DfE guidance stipulates that 'where reasonably practicable, schools should hold an emergency contact for more than one person for each pupil' (*Working together to improve attendance*, August 2024)

Parents/carers will be asked to supply details of at least three other adults who can be contacted in an emergency. It is the responsibility of parents/carers to keep these contact details up to date by communicating with the school office. The school will also remind parents/carers about this through [parents/carers' evenings/ newsletter reminders etc].

13 | Following up Unexplained Absences

13.1 The school will follow up any absences where the parent/carer has not made contact to explain the reason. Following up on unexplained absences can take up a considerable amount of school resources, therefore, the school expects parents/carers to report all absences. If a parent/carer does not contact the school on the morning of each absence, the absence may not be authorised, unless the school is satisfied there is a good reason why the pupil is unable to attend and why the parent/carer was not able to contact the school by the required time on the day of absence.

13.2 When the school establishes the reason for the absence, it will be marked as authorised or unauthorised depending on the reason. If the school is unable to establish the reason for absence, having followed the school's attendance procedures, the absence will be marked as unauthorised, using the **O** code. Where the

reason for absence is subsequently established, the correct code will be entered as soon as possible, and in any event no later than 5 working days after the session.

13.3 If a pupil is not attending and the school is unable to establish the reason why and/or confirm the pupil's whereabouts, the school will take appropriate action which will depend on the circumstances of each case. This could include, but is not limited to: contacting the pupil's emergency contacts, or other contacts of the family who the school reasonably expect may be able to advise of the pupil's whereabouts; contacting other professionals; contacting siblings' schools; home visits to the family address; making enquiries with neighbours; requesting a Welfare Check from the police; and making referrals to Children's Social Care.

14 | Rewarding Good and Improved Attendance

14.1 The school recognises that rewarding good and improved attendance should be carefully considered in order to ensure it does not make pupils who have poor attendance feel marginalised, worried or guilty about their low attendance rate; its impact on the pupil's own learning or the learning or rewards for the class as a whole.

14.2 The school will regularly review any reward systems to ensure they are not negatively impacting on individual pupils or groups of pupils.

15 | Support for School Attendance

15.1 Communicating with parents/carers where attendance is a concern

When the school has concerns about the attendance of a pupil, staff will do their best to make the parents/carers aware of the concerns about their child's attendance in the most accessible way possible, communications will be provided in accessible formats and can be offered in different languages if requested.

15.2 Pupils who are reluctant to attend

15.2.1 Sometimes pupils can be reluctant to attend. The school encourages parents/carers and pupils to be open and honest about the reason for the pupil's absence. If a child is reluctant to attend, it is never better to cover up their absence or for a parent/carer to give in to pressure to let the child stay at home. This can give the impression to the child that attendance does not matter and can make things worse. The school needs to understand the reasons why a pupil is reluctant to attend, in order to be able to support pupils and parents/carers in the best way.

15.2.2 The school's aim is to work in partnership with parents and carers to remove barriers to good school attendance. Staff strive to establish good working relationships with the families of our pupils through good communication and regular meetings to address on-going attendance concerns. If necessary, staff signpost our families to specialist support services who can work with the family and school in a multi-agency approach.

15.2.3 Where non-attendance is linked to anxiety or mental health, refer to Mental health issues affecting a pupil's attendance: guidance for schools

15.3 Child on Child Abuse

15.3.1 All pupils have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them physically, verbally, and emotionally both in person and online. There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences including race, religion, gender, sexual orientation and ability are absolutely repudiated as reasons for bullying.

15.3.2 The school recognises that a pupil may be reluctant to attend if they are experiencing any kind of child on child abuse. The school constantly strives to promote a positive and inclusive culture where all pupils feel valued, have a strong sense of 'belonging' and are fully supported if things go wrong.

15.3.3 The school takes all reports of child on child abuse extremely seriously. All incidents will be investigated, appropriate measures will be taken for all pupils involved, including working with and making

referrals to external agencies where appropriate.

15.3.4 The school recognises that child on child abuse is a rarely-witnessed event, and that the most likely source of information will be through hearsay (either direct from the victim, or indirectly through witnesses or parents).

15.3.5 If a parent/carer thinks their child is experiencing child on child abuse, or is concerned their child may be involved in peer on peer abuse in any way, they are encouraged to report this to the school as quickly as possible, so that appropriate measures can be taken.

15.3.6 Please see the school's Anti-Bullying policy and Safeguarding and Child Protection Policy for more information on how peer on peer abuse is addressed.

15.4 Children in Care

15.4.1 Foster Carers do not have parental responsibility for the children in their care, although they are responsible for ensuring their regular school attendance.

15.4.2 If a Child in Care is not attending the school, or there are concerns about their attendance, the school will seek advice from the Local Authority's Virtual School and the child's social worker, as well as communicating with the pupil and foster carer.

15.5 Disability Related Absence

15.5.1 The school will ensure 'reasonable adjustments' are made for disabled pupils (defined as those with a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities'). This may include changes to the physical environment, curriculum or the way information is provided, as well as providing auxiliary aids and equipment, or tailored services.

15.5.2 The school recognises that some disabled pupils may need additional support to attend regularly and that, for some pupils, they may have more absence due to their disability, for example due to attending medical appointments. The school will ensure disabled pupils are not penalised for absence related to their disability and will support the pupil and family to access support from external agencies where appropriate.

15.5.3 The school will follow the guidance as laid out in Arranging education for children who cannot attend school because of health needs

15.6 Young Carers

The school recognises that pupils who are Young Carers may have caring responsibilities that impact on their punctuality and/or attendance. Young carers are recorded in the school census. Where this is the case the school will work with the pupil and family to encourage them to access appropriate support, including direct support from Young Carers and any other support the pupil and family may need; the school will also provide support in school where appropriate.

15.7 Pregnant Students and Students who are Young Parents

15.7.1 Students who have had a baby, should still be encouraged to attend the school wherever possible, but may need additional support to do so. The school will work together with the student and family to come up with a plan of support to ensure the student continues to attend the school wherever possible. Where a young parent student is not attending, the school will take a supportive approach to help ensure, as far as possible, the student's continuity of education. The school will seek advice from the Local Authority if a student cannot attend the school because they have a baby to care for.

15.7.2 A designated member of school staff will be allocated to act as an advocate and assist the student to take responsibility for his continuing education.

15.8 Parents who live separately

Where appropriate, the school will involve all parents/carers in order to ensure each are aware of their child's attendance pattern and are able to support the child's attendance to improve. Where a child lives with different parents/carers on different days the school will take this into consideration when working with the parents/carers.

15.9 Complex Family Circumstances

15.9.1 The school will not usually request legal sanctions from the Local Authority in cases where poor attendance is symptomatic of complex family circumstances. In such circumstances the school will take a holistic approach to the issue and involve other agencies as necessary. The exception to this will be where parents/carers fail to accept or engage with support offered by the school and/or other agencies, or fail to implement the suggested changes. When referring for legal sanctions, the school will show that the parent/carer has been warned they are at risk of receiving a Penalty Notice or other legal sanction.

15.9.2 If the school has safeguarding concerns about a pupil who is absent, staff will share information with other agencies as deemed necessary.

15.10 Formal non-attendance process

Where there are continued concerns about a pupil's attendance which are not resolved informally, parents/carers may be asked to meet with the school to discuss the matter more formally. In some cases, this may result in a formal action plan being produced. The school may also invite other involved professionals, where relevant.

16 | Leave of Absence – leave requests and sanctions for unauthorised absence

16.1 The law does not grant parents/carers the automatic right to take their child out of school during term time for holidays or other absence such as trips and visits.

16.2 The school will not authorise any leave of absence in term-time unless satisfied the reason for absence complies with paragraph 37 of **Working together to improve school attendance**. The school will consider each application individually, taking into account the specific facts, circumstances and relevant background context behind the request, and will not apply a blanket policy under which leave of absence is granted automatically in response to particular circumstances or events.

16.3 Parents/carers are asked not to make plans to take their child out of school without making a request to the school first. The request should be made by the parent/carer with whom the child normally lives.

16.4 Parents/carers wishing to request leave for their child should complete a Leave of Absence Request form which is available from the school. The request should be submitted as soon as it is anticipated; and, wherever possible, at least four weeks before the absence.

16.5 Parents may be required to provide the school with additional evidence in order to support a leave of absence request.

16.6 The school will consider the individual facts and circumstances of the case - following consultation with other staff as required, including the Designated Safeguarding Lead (DSL).

16.7 A leave of absence is granted entirely at the school's discretion (see paragraph 37 of **Working together**

to improve school attendance).

16.8 The absence should be for the shortest time possible – if an absence is agreed, the Headteacher will decide how many days of absence will be authorised. If the pupil is absent for more days than were authorised by the school, the remaining days absent will be recorded as unauthorised absence.

16.9 Any holidays and other absence such as trips and visits which have not been agreed by the school will be recorded as unauthorised.

16.10 Parents/carers should be aware unauthorised absence may result in a Penalty Notice or Prosecution. See 'Unauthorised Absence' section for more information.

16.11 If the school has any concerns about possible safeguarding risks, staff will follow the necessary protocols. (See the school's Safeguarding Policy for more information.)

17 | Unauthorised Absence

17.1 Unauthorised absence is where the school is not satisfied with the reason given for the absence, or where no reason has been provided.

17.2 Unauthorised absences may result in Legal Sanctions, usually Penalty Notices or Prosecutions. See 'Penalty Notices and Prosecutions' section for more information.

17.3 Unauthorised absence includes (but is not limited to) absences due to:

- Reasons which have never been properly explained to the school
- Arriving at the school after the register has closed. (Although late arrival for a reason such as a medical appointment will usually be an authorised absence – see 'Medical / Dental Appointments' section for more information.)
- Shopping
- Having a hair-cut
- Birthdays
- Waiting at home for something to be fixed, or a parcel to be delivered
- Parent/carer's or sibling's illness (unless very exceptional circumstances apply and have been agreed in writing by the school)
- Day trips
- Holidays in term time (unless exceptional circumstances are agreed in writing, in advance, by the school – see 'Leave of Absence' section).

17.4 Where the school has cause for concern about the actual reason for a pupil's absence, staff may seek additional information or evidence from parents/carers regarding the absence, and/or make a home visit in order to verify the reason. If the reason cannot be verified and the school has cause to believe the reason given for absence may not be genuine, parents/carers may be asked to provide satisfactory proof of the reason before the school authorises the absence. If satisfactory proof is not provided, the school may record the absence as unauthorised.

18 | Penalty Notices and Prosecutions

18.1 Under section 444 of the Education Act 1996, if a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school, his/her parent(s) are guilty of an offence. This applies to both resident and non-resident parents who may both be subject to legal sanctions if their child fails to

attend school regularly. It also applies to others who may not be the parent but may have day to day care of the child. If an absence is not authorised by the school, the pupil's attendance is deemed to be irregular.

18.2 Penalty Notices and prosecution proceedings are issued to each parent/carer with responsibility for the child and are issued for each child with unauthorised absence. For example, in the case of Penalty Notices, if two siblings have unauthorised absence, and there are two parents/carers with responsibility for the children, four Penalty Notices would be issued.

18.3 The school will refer cases of unauthorised absence that meet the threshold for a Penalty Notice to the Local Authority for legal action, unless there are reasonable grounds for not doing so. This will include unauthorised absence due to term time holiday or other trips/visits, and other types of unauthorised absence. When referring for legal sanctions, the school will show that the parent/carer has been warned they are at risk of a Penalty Notice or other legal sanction. The outcome of a referral to the Local Authority may be a Penalty Notice or Prosecution.

18.4 Information pertaining to the new national framework which sets out when schools will have to consider issuing penalty notices and relevant fines can be found in **The Education (Penalty Notice) Regulations 2024**

19 | Mental Health, Wellbeing, Special Educational Needs and Disability

Under the Equality Act 2010, schools are required to make 'reasonable adjustments' for disabled pupils (defined as those with a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.) This may include changes to the physical environment, curriculum or the way information is provided, as well as providing auxiliary aids and equipment, or tailored services. Failure to make appropriate adjustments may impact on a pupil's attendance.

Need	Action	Contact information
Mental health and wellbeing	Parents/carers who have concerns about their child's mental health and wellbeing can contact the school's Designated Safeguarding Lead (DSL)	Phone or email DSL and Richard Church (AHT for Personal Development)
Identified special educational needs or disability	Parents/carers are encouraged to contact the school's Special Educational Needs Co-ordinator (SENCO) should they have any concerns about their child. Any pupils with SEND should have attendance issues considered as part of their individual support plans or Education Health and Care Plans; attendance should be part of any subsequent reviews.	Phone or email SENCO
Unidentified SEND	Parents/carers who think their child may have unidentified special educational needs are also encouraged to contact the school's SENCO.	Phone or email SENCO
Urgent health concerns	Parents/carers should contact their GP or the NHS Helpline by phoning telephone number 111 for advice if they are concerned about their child's mental or physical health and wellbeing. In case of emergency parents/carers should dial 999. After seeking emergency advice and support, parents should also let the school know as soon as is practicable.	Phone GP/111/999 Richard Church (AHT for Personal Development
Health needs impacting on attendance	If a pupil is frequently absent from the school due to particular health need/s the school may ask to meet with parents/carers (and other professionals where appropriate) to draw up an Individual Healthcare Plan to	Phone or email Richard Church (AHT for Personal Development)

	support the pupil's attendance. See the school's Supporting Pupils with Medical Conditions Policy for more information. [Insert link]. Also see **DfE guidance** **Supporting pupils at school with medical conditions - December 2015** and **Mental health issues affecting a pupil's attendance** for more information.	

20 | Phased Return to Full-Time Education

20.1 In line with the expectations of the Department for Education, all pupils of compulsory school age are entitled to a full-time education, suitable to their age, ability and aptitude, and any special educational needs or disabilities that they may have.

20.2 In very exceptional circumstances there may be a need for a temporary reduced timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a reduced timetable is considered as part of a re-integration package. **A reduced timetable should not be used to manage a pupil's behaviour.**

20.3 If, for any reason, the school is unable to provide a pupil with a full-time education due to the pupil's needs, staff will work with the pupil, parents/carers and other agencies where appropriate, to come to an arrangement that is deemed to be in the best interests of the child wherever possible. In line with the DfE's guidance on 'Providing remote education', remote education will only be used as a last resort and where it forms part of a clear reintegration plan back to full-time attendance.

20.4 Any reduced timetable should be in place for the shortest amount of time possible, it must not be treated as a long-term solution. It should be reviewed at least every two weeks, whilst arrangements are made to support the pupil's return to full-time education at the school or, where appropriate, at alternative provision.

20.5 A decision to place a pupil on a reduced timetable should be approved by the Headteacher and must be agreed by the parents/carers. The SENCO and DSL, as well as any other relevant members of staff, should also be aware of such arrangements and involved with decision making where appropriate. Discussions and agreements should be clearly documented in writing and relevant information should be recorded in the Management Information System (e.g. SIMS) and CPOMS. The school will be mindful of any additional safeguarding risks to the pupil when they are not timetabled to attend school and will therefore consider carefully whether a reduced timetable is an appropriate measure.

20.6 If the pupil's reduced timetable means the pupil is expected to arrive at the school after the register closes in the morning and/or be absent for the school's afternoon registration period, any such am and/or pm registrations must be recorded with the **C2** code: 'Leave of absence authorised by the school'.

21 | Approved Educational Activity (AEA)

21.1 When pupils are attending educational activities off the school site that have been approved by the school, the register will be marked to show this is the case. (See **Working together to improve school attendance** for more information.)

21.2 Approved Sporting Activity

If a pupil is participating in a supervised sporting activity off the school site, which is of an educational nature, approved by the school and supervised by someone authorised by the Headteacher, such activity should be marked using the **P** code: 'Approved Sporting Activity'.

21.3 Alternative Education Provision

- Attendance staff in the school will be notified of Alternative Provision (AP) arrangements and updated about

any changes in arrangements, so they can ensure the school's registers are marked accordingly. Attendance staff and other relevant colleagues will communicate closely with the AP setting.

- The school will follow up with pupils and parents/carers on any attendance concerns, in conjunction with the AP.
- If a pupil is only being offered part-time AP, the school will ensure the pupil is offered additional educational provision, which together with the AP equates to a full timetable, unless there are exceptional reasons why not. Pupils will only be offered part-time educational provision for the shortest time possible and this will be regularly reviewed with the pupil and parents/carers with the aim of the pupil accessing full-time education as quickly as possible.

21.4 Alternative Education Provision: Dual Registration and use of the D code

- If a pupil from the school is attending another state-funded DfE registered school, Pupil Referral Unit or Alternative Provision school, for part or all of their education, the pupil will be dual registered at this school (Dual - Main) and the other setting (Dual - Subsidiary).
- If a pupil is attending an AP which is not a state-funded DfE registered school, Pupil Referral Unit, or Alternative Provision school, the pupil cannot be dual-registered; examples are Impact Mentoring and Education 1st. See 'Off-site educational activity (**B** code)' section, for more information.
- When a pupil from the school is dual registered with another setting, the school will ensure the pupil and parents/carers are clear about the pupil's timetable; i.e. when the pupil is expected to attend the school or the other setting, and what the arrangements are for register marking, including the use of the **D** code. The school will also be clear which setting will be following up any absences. Where pupils are dual-registered, the AP should provide the school with attendance updates weekly, unless otherwise agreed with the alternative setting. However, if attendance and/or safeguarding concerns are identified at any point, the AP is expected to raise these with the school immediately and a course of action will be agreed in writing between the school and the AP.
- A dual registered pupil must not be removed from either setting's roll without the agreement of the other setting.

21.5 Alternative Education Provision: Off-site direction/educational activity (K and B codes)

- Where the AP placement has been arranged by the Local Authority, rather than the school themselves, **K** code should be used (see table below).
- If a pupil is attending an AP setting that has been arranged by the school (and the pupil is not dual registered), **B** code should be used.
- The school will mark any sessions attended at the off-site provision with the relevant present code, and any absences with the relevant absent code. Such APs should provide attendance updates daily, unless otherwise agreed, so the school can mark the register accordingly.
- Some AP settings are registered as Independent Schools and, as such, are able to offer full-time provision where required. However, some AP settings are not registered schools and are therefore only legally allowed to offer part-time education to pupils.
- Unless otherwise agreed with the AP, the AP is expected to notify the school by X:XX am on the morning of any individual pupil absences, to ensure the school is made aware of any attendance concerns as soon as possible and takes follow up action as necessary.
- If attendance and/or safeguarding concerns are identified at any point, the AP is expected to raise these with the school immediately and a course of action will be agreed in writing between the school and the AP.
- Where a pupil is placed off-site under the statutory off-site direction power (from 26 July 2026), this school will follow the notice periods and review meeting arrangements set out in the CLT Behaviour Policy, and will use the attendance codes set out above to record their sessions.

21.6 Managed Moves

- A Managed Move (MM) is a permanent transfer to another school, agreed voluntarily by all parties –

including parents/carers and the admission authority of the receiving school – and must only take place when it is in the pupil's best interests. The law does not allow for 'trial' managed moves or dual registration during a MM. At the point of the move, the pupil's name is removed from the sending school's admission register and added to the receiving school's register.

- If a pupil from this school moves to another school under a MM, this school will remove the pupil from its roll and admission register with effect from the agreed transfer date, and will share relevant attendance and safeguarding information with the receiving school in advance of the move.
- If a pupil from another school moves to this school under a MM, this school will add the pupil to its roll and admission register from the agreed transfer date and will follow up any absences in the same way as for all other pupils at this school.
- Where a pupil has an EHC plan, this school will contact the local authority before any managed move. Where a pupil has a social worker, the social worker and Designated Safeguarding Lead will be notified as soon as a managed move is being considered; where the pupil is looked-after, the relevant Virtual School Head will also be notified.
- Managed moves are separate from the Fair Access Protocol (FAP) process. A pupil undergoing a managed move must not be admitted ahead of pupils on a waiting list unless the school's oversubscription criteria are met.

22 | Unable to attend due to exceptional circumstances (as set out in DfE guidance)

In accordance with the **Working together to improve school attendance** the school will record pupils as code **Y** (specific codes available according to circumstances) 'Unable to attend due to exceptional circumstances' in the following circumstances (such circumstances are not recorded as absences):

- The school site, or part of it, is closed due to an unavoidable cause
- The transport provided by the school or the Local Authority is not available and the pupil's home is not within statutory walking distance. (See the DfE's '**Home to school travel and transport**' guidance document or ask the school for a printed copy.)
- A local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending the school.
- The pupil is in custody, but still on the school's roll. (If the school has evidence that the pupil is attending educational activities, those sessions can be as 'present at approved educational activity').

23 | Children Missing Education (CME) and removing pupils from roll

CME policy and procedures are in place to ensure that children missing, or at risk of missing, education are:

- identified
- tracked
- re-engaged in appropriate full-time education

This is also to ensure that children who move out of Luton are tracked until they're engaged in education elsewhere, so that no child 'slips through the net'.

Any child or young person who is missing education may not only be at risk of poor educational outcomes but also their safety and wellbeing.

CME are children:

whose whereabouts are known but they do not have any educational provision in place

- whose whereabouts are unknown and therefore their educational provision and wellbeing is not known CME are not:
- on a school roll - if a child is not attending their registered school or education provider, the Education

Welfare team should be contacted for non-attendance
- being educated at home
- children whose parents have applied for a school place where the application is going through normal admissions procedures Who should be referred to CME

A CME referral should be completed for a child of compulsory school age.
- Missing school, where all reasonable enquiries have been completed in collaboration with the EWO and it is established that the child is no longer living at the registered address.
- Following reasonable enquiries, been confirmed as moved abroad.
- Not returned from extended leave on the agreed date and enquiries have been completed, within a period of ten days. Where a child is found at the address, who has returned from abroad, they must not be removed from roll and the school / EWO should proceed with non-school interventions as appropriate.

For all the above categories, a CME referral must be submitted via the CME school portal.

24 | Reporting to Parents/Carers

24.1 Pupil's day to day attendance is instantly available on the school's Edulink app for parents to use where desired.

24.2 The school will also regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via pupils' school reports twice per year.

24.3 Parents who have access to the Studybugs app will also receive regular updates of their child's improving or deteriorating attendance.

24.4 Any parent whose child has a continuously falling trajectory, will be contacted by letter using our L1 warning letter and then L2 letter to inform them of impending potential sanctions.

25 | Recording Information on Attendance and Reasons for Absence

25.1 All absences are recorded in the school's attendance register in the Management Information System, BROMCOM. Information about the reason for the absence, how it was reported and by whom, and any additional information pertinent to the absence may also be recorded.

26 | Policy Monitoring Arrangements

26.1 This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Richard Church (Assistant Headteacher i/c Personal Development and Attendance). At every review, the policy will be approved by the full governing board.

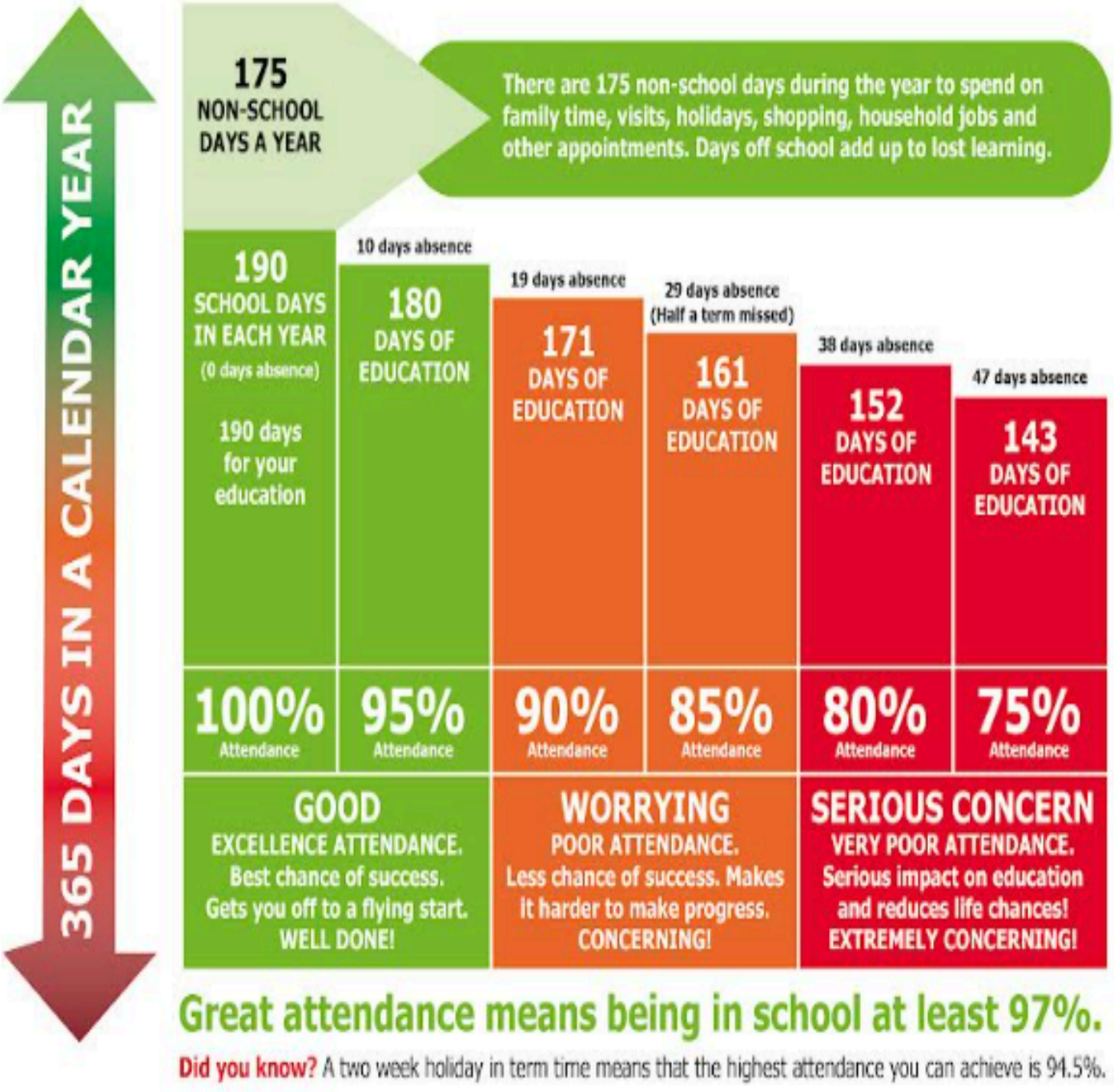
Department for Education (DfE) Attendance Codes:

The codes below reflect the national attendance and absence codes set out in the School Attendance (Pupil Registration) (England) Regulations 2024. The DfE's July 2026 guidance clarifies how certain codes should be applied, including dual registration, flexi-schooling, no fixed abode and access arrangements, and the use of codes Q, D, Y6 and U; academies should refer to chapter 8 of 'Working together to improve school attendance' for full details.

Code	Description
/	The session is a morning session and the pupil is present at the school when the attendance register begins to be taken. **(Present)**
\	The session is an afternoon session and the pupil is present at the school when the attendance register begins to be taken. **(Present)**

L	The pupil is absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended. **(Present)**
K	The pupil is attending a place, other than the school or another school at which they are a registered pupil, for educational provision arranged by a local authority under section 19(1) of the 1996 Act(**1**) or section 42(2) or 61(1) of the 2014 Act. **(Approved Education Activity – counted as present)**
V	The pupil is attending a place, other than the school or another school at which they are a registered pupil, for an educational visit or trip arranged by or on behalf of the proprietor and supervised by a member of school staff. **(Approved Education Activity – counted as present)**
P	The pupil is attending a place for an approved educational activity within paragraph (11) that is a sporting activity. **(Approved Education Activity – counted as present)**
W	The pupil is attending a place for an approved educational activity within paragraph (11) that is work experience provided under arrangements made by a local authority or the proprietor as part of the pupil's education. **(Approved Education Activity – counted as present)**
B	The pupil is attending a place for any other approved educational activity within paragraph (11). **(Approved Education Activity – counted as present)**
C1	The pupil is absent with leave for the purpose of participating in a regulated performance or undertaking regulated employment abroad. **(Authorised absence)**
M	The pupil is absent with leave for the purpose of attending a medical or dental appointment. **(Authorised absence)**
J1	The pupil is absent with leave for the purpose of attending an interview for employment or for admission to another educational institution. **(Authorised absence)**
S	The pupil is absent with leave for the purpose of studying for a public examination. **(Authorised absence)**
E	The pupil is excluded from the school for any other reason. **(Authorised absence)**
C2	The pupil is of compulsory school age and is absent with leave because, in accordance with an agreement between a parent who they normally live with and the proprietor that the pupil should temporarily be educated on a part-time basis, their timetable does not require them to attend. **(Authorised absence)**
C	The pupil is absent with leave for any other exceptional circumstance. **(Authorised absence)**
T	The pupil is a mobile child, their parent is travelling in the course of their trade or business and the pupil is travelling with that parent. **(Authorised absence)**
R	The day is exclusively set apart for religious observance by the religious body to which a parent of the pupil belongs. **(Authorised absence)**
I	The pupil is unable to attend because of sickness. **(Authorised absence)**
G	The pupil is absent without leave for the purpose of a holiday. **(Unauthorised absence)**
N	The circumstances of the pupil's absence have not yet been established. **(Unauthorised absence)**
U	The pupil arrived late (after registers closed) but before the end of the session. **(Unauthorised absence)**
O	Unauthorised absence where none of the other rows of this table applies, or this code is required to be used by paragraphs (7) and (9)(b). **(Unauthorised absence)**
D	The pupil is absent with leave for the purpose of attending another school at which they are also a registered pupil. **(Not counted in possible attendances)**
Q	The pupil is unable to attend because of a lack of access arrangements for them within paragraph (12) or (13). **(Not counted in possible attendances)**
X	The pupil is not of compulsory school age and is absent with leave because their timetable does not require them to attend. **(Not counted in possible attendances)**

Y1	The pupil is unable to attend because the school is not within walking distance of the pupil's home and the transport to and from school that is normally provided for the pupil by the proprietor or a local authority is not available. **(Not counted in possible attendances)**
Y2	The pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency. **(Not counted in possible attendances)**
Y3	Part of the school premises is unavoidably out of use and the pupil is one of those who the proprietor thinks cannot practicably be accommodated in those parts of the premises that remain in use. **(Not counted in possible attendances)**
Y4	The pupil is unable to attend due to the whole school site being unexpectedly closed. **(Not counted in possible attendances)**
Y5	The pupil is unable to attend because they are in criminal justice detention within paragraph (14). **(Not counted in possible attendances)**
Y6	The pupil's travel to or attendance at the school would be: (a) contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care or any body or authority exercising equivalent functions in relation to Scotland, Wales or Northern Ireland; or (b) prohibited by any enactment relating to the incidence or transmission of infection or disease or any instrument made under such an enactment. **(Not counted in possible attendances)**
Y7	The pupil is unable to attend because of any other unavoidable cause. **(Not counted in possible attendances)**
Z	Prospective pupil not on admission register **(Not counted in possible attendances)**
#	Planned whole school closure **(Not counted in possible attendances)**



Great attendance means being in school at least 97%.

Did you know? A two week holiday in term time means that the highest attendance you can achieve is 94.5%.

Attendance Training

Used to train staff on up to date attendance strategies for 2026-27.

Attendance - PD Day - Sept 2026

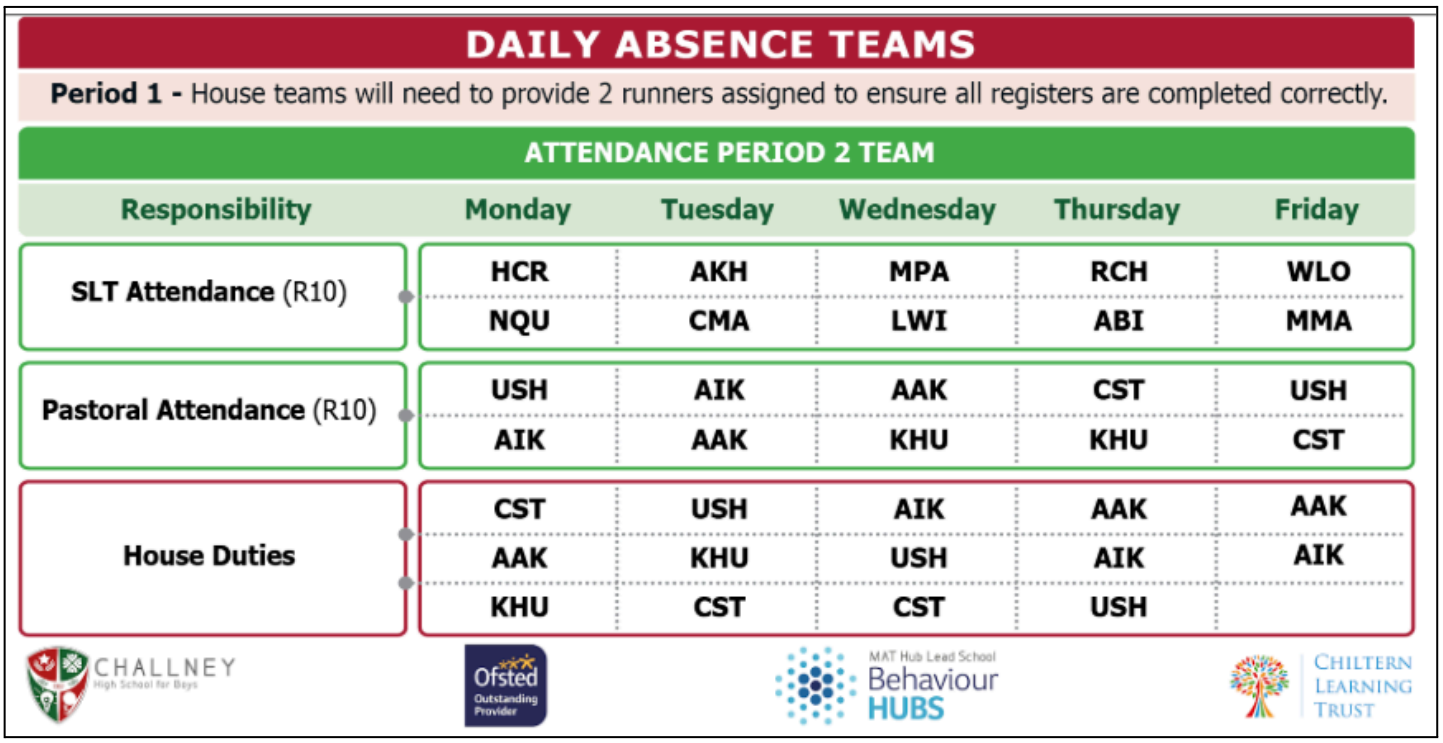
Attendance Trackers

Attendance Support Overview

Used to track all students and their particular attendance. This tracker is used to log the interventions that the attendance team are/have used to support the student and their family/guardians to maintain strong attendance.

Absence Calls

Used to identify any students who are absent so the Period 2 Absence Team can make phone calls and if necessary, home visits if not contact has been made after 3 days. The Absence Team is made up by 2 members of Senior Leaders and 2 Assistant Heads of House.



DAILY ABSENCE TEAMS

Period 1 - House teams will need to provide 2 runners assigned to ensure all registers are completed correctly.

ATTENDANCE PERIOD 2 TEAM

Responsibility	Monday	Tuesday	Wednesday	Thursday	Friday
SLT Attendance (R10)	HCR	AKH	MPA	RCH	WLO
	NQU	CMA	LWI	ABI	MMA
Pastoral Attendance (R10)	USH	AIK	AAK	CST	USH
	AIK	AAK	KHU	KHU	CST
House Duties	CST	USH	AIK	AAK	AAK
	AAK	KHU	USH	AIK	AIK
	KHU	CST	CST	USH	

CHALLNEY High School for Boys · Ofsted Outstanding Provider · MAT Hub Lead School Behaviour HUBS · Chiltern Learning Trust

CPOMS Tracking

Used to log any safeguarding concerns of students for attendance purposes.

CPOMs Website

Studybugs

Used for parental communications and for data analysis for the attendance team.

https://studybugs.com