Attendance and Children Missing Education Policy

RATIONALE

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.

We assume that all children want to attend school and aim to ensure that pupils attend school regularly and on time to enable them to take full advantage of the educational opportunities available to them.

Improving attendance in school is everyone's business and is a whole school improvement issue. The barriers to accessing education are wide and complex, both within and outside of school and can be specific to individual pupils and families.

Excellent attendance is essential for pupils to get the most out of their school experience. The pupils with the highest attendance have the highest rates of attainment compared with those with the lowest rates of attendance.

Securing good attendance and attendance behaviour cannot be seen in isolation, effective practices for improvement will involve close interaction with the school curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources. Therefore, everyone in the school has a responsibility to promote and reinforce the importance of school attendance.

For vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.

Permitting unauthorised absence from school is an offence and the school is required to work in partnership with Local Authorities to promote good attendance.

Parents of registered pupils have a legal duty under the Education Act 1996 (section 444) to make sure that children of compulsory school age attend school on a regular and full-time basis.

AIMS

- That all children at Solihull attend school regularly and on time to enable them to take full advantage of the educational opportunities available to them.
- To ensure a whole school culture that promotes the benefits of high attendance to improve children's attainment through good attendance.
- To ensure that staff, pupils and parents understand the school's day-to-day attendance procedures.
- To build strong relationships with families to improve school attendance.
- Outline the process linked to improving school attendance and the school's strategy for persistent and severe absence, how it will work in partnership with pupils, parents, and external agencies to develop good attendance and attendance behaviour.
- To ensure that the school works closely with the local authorities when absence is at risk of becoming persistent or severe.

DEFINITIONS

2.1 Compulsory School Age

A child reaches compulsory school age on or after their fifth birthday. If they turn 5 between 1 January and 31 March, then they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31 August, then they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they are of compulsory school age on 31 December. A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

2.2 School Leaving Age and Date

In England, the school leaving date is the last Friday in June if a child is 16 by the end of the summer holidays. After this a child must do one of the following until they are 18:

- Stay in full time education, for example at a college
- Start an apprenticeship or traineeship
- Spend 20 hours or more a week working or volunteering, while in part-time education or training

2.3 A pupil

The definition of a pupil is set out in section 3 of the Education Act 1996 – but includes anyone who is receiving an education at the school except a person who is 19 or over for whom further education is being provided, or a person for whom part-time education suitable for people over compulsory school age is being provided.

2.4 Parental Responsibility

Parents refers to those with parental responsibility, which is defined in s.3(1) Children Act 1989 as: '…all the rights, duties, powers, responsibilities, and authority which by law a parent of a child has in relation to the child and his property.

2.5 Persistent Absence

A pupil is persistently absent if their absence rate is 10% or more. (Their attendance is below 90%)

2.6 Severely Absent

A pupil is **severely absent** if they are out of school more than they are present. (Their attendance is less than 50%)

3. Legislation and Guidance

3.1 The school will follow procedures set out in the Department of Education (DfE) document Working in Partnership to Improve School Attendance (2022), this includes guidance on keeping pupil registers, the correct use of attendance and absence codes including guidance for those pupils who attend alternative provision, guidance on the school day and school year.

3.2 The school must follow The Education Act 1996 sections 434(1)(3)(4) & (6).

The school must follow Pupil Registration (England) Regulations 2006 which state the reasons a child can be legally deleted from the school roll.

3.3 Useful legislative, regulatory and guidance links:

- [DfE (September 2023) Keeping children safe in education](#)

- [DfE (July 2018) Working Together to Safeguard Children](#)

- [Children missing education (September 2016)](#)

3.4 Related Policies
- Admissions Policy
- Behaviour and Discipline Policy
- Diversity, Equality, and Inclusion policy
- Exclusion Policy
- Off-site visits
- Safeguarding and Child Protection Policy
- SMSC Policy

4 Attendance and Punctuality EXPECTATIONS

4.1 Pupils:

To come to school every day, aim to have 100% attendance and arrive on time.

To attend all timetabled lessons and arrive to lessons on time (within 5 minutes of the start of the lessons)

To follow school procedures related to school attendance and punctuality during the school day

To be front footed in communicating with teachers and non-teaching staff about any reason they might miss a timetable lesson (e.g. music lessons, learning support lesson or sporting activities)

To work with parents, the school and outside agencies, as appropriate, in identifying and discussing any barriers to school attendance they might be experiencing

To engage with specific support designed to improve their attendance

4.2 Parents:

Ensure that their children attend school every day and on time

Reinforce the importance of school attendance and punctuality and not tolerate unauthorised reasons for school absence given to them by their children

Communicate openly and timely with the school about reasons for absence and submit notifications of absence in accordance with the school policy and procedures

Work proactively, positively and in partnership with the school and other agencies, where appropriate, to improve a child's attendance

To engage with specific support aimed at improving their child's attendance

4.3 The school:

To have a clear attendance policy which all staff, pupils and parents understand

To promote the importance of school attendance and punctuality and to ensure good attendance is a key part of the school's culture

To maintain accurate registers of attendance and have day to day processes to follow up absence

To use data and pastoral information to proactively identify cohorts that need additional support and to evaluate the effectiveness of this support

To communicate with parents regularly about school attendance and punctuality and offer support where pupils are at risk of persistent absence

To promote and reinforce the importance of school attendance and punctuality through the Behaviour and Discipline Policy

To build strong relationships with parents, listen, understand and empathise with individual circumstances and barriers, but not tolerate unauthorised reasons for school absence

To offer and facilitate expert support for pupils and work with external agencies where there are persistent or severe absences

To share information and work with external agencies to improve school attendance

To act in accordance with the Safeguarding and Child Protection Policy and Children Missing Education guidance

5. Roles and Responsibilities
School attendance is everyone's business and all staff should work together to create a culture of school attendance; to monitor, listen, to facilitate and formalise support and enforce attendance procedures and expectations

Mrs Sarah Hardy (Pastoral Support Manager) has the responsibility for the strategic approach to attendance in school.

Email: hardys@solsch.org.uk

In most cases, a pupil's Form Tutor should be contacted about a pupil's attendance through the Parent Portal or the Form Tutor's email address.

For more detailed support, a parent or pupils can contact:

Prep School		
Head of Year		
Head of EYFS	Mrs J Litwinko	litwinko@solsch.org.uk
Infant 1/2	Mrs H Grace	graceh@solsch.org.uk
Junior 1	Mr A Poole	poolea@solsch.org.uk
Junior 2	Miss R Smith	smithr2@solsch.org.uk
Junior 3	Mrs H Middleton	middletonh@solsch.org.uk
Junior 4	Mr S Grove	groves@solsch.org.uk
Designated Safeguarding Leads		
Head of EYFS	Mrs J Litwinko	litwinko@solsch.org.uk
Assistant Head of Junior School	Mrs S Farnan	farnans@solsch.org.uk
	Mrs H King	nurses@solsch.org.uk
School Nurses	Mrs L Munro	nurses@solsch.org.uk
	Mrs S Hardy	hardys@solsch.org.uk
Pastoral Support Manager		
Senior School		
Head of Year		
Thirds	Mrs G Lowe	loweg@solsch.org.uk
Shells	Miss R Noon	noonr@solsch.org.uk
Fourths	Mrs E Campbell	campbelle@solsch.org.uk
Lower Fifth	Mr M Davies	daviesm@solch.org.uk
Upper Fifth	Mr O Anderton	andertono@solsch.org.uk
Lower Sixth	Mr S Phillips	phillipss@solsch.org.uk
Upper Sixth	Mrs J Elkington	elkingtonj@solsch.org.uk
Designated Safeguarding Leads		
Lower School	Mr J Brown	brownj@solsch.org.uk
Middle School	Miss C Bednall	bednallc@solsch.org.uk
Sixth Form	Mrs C Black	blackc@solsch.org.uk
School Nurses	Mrs H King	nurses@solsch.org.uk
	Mrs C Evans	nurses@solsch.org.uk
Pastoral Support Manager	Mrs S Hardy	hardys@solsch.org.uk

Guidance on roles and responsibilities are outlined in Appendix 1

6. Day to Day Procedures

6.1 Morning and Afternoon Registration

The school take an attendance register at the start of each morning session of each school day and once during each afternoon session.

On each occasion it is recorded whether a pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.

6.2 Registration Open and Closing Time

	Senior School	Junior School	Alice House
Morning Register Open	08:40	08:30	08:20
Morning Register Closed	09:06	08:35	08:25
Afternoon Register Open	14:05	13:25	13:25
Afternoon Register Closed	14:11	13:31	13:31

6.3 Lateness (Morning and Afternoon Registration)

Pupils must attend on time to be given a present mark for the session.

If a pupil arrives five minutes after the start of Form Time and before the register has closed, they will be awarded a late mark and, where possible, the Form Teacher will record the number of minutes late a pupil arrived.

If a pupil arrives after Form Time and after the register has closed, they are required to sign at the appropriate Reception (Head's Wing, Malvern Hall or Alice House), before going to lessons.

Any pupil signing in after the register has closed, the school will seek an explanation from parents and if the school is not satisfied with the reason given for lateness a U code will be recorded. A U code counts as an authorised absence on a pupils' attendance record.

The times that a pupil is awarded, the late marks are set out below.

	Senior School	Junior School	Alice House
L Code Arrives after the start of Form Time, but before the register has closed.	After 08:40	After 08:35	After 08:20
U Code Arrives after the register has closed and the school is not satisfied with the reason given.	After 09:06	After 08:40	After 08:25

6.4 Coding

Lesson Registration

Attendance (Lessons)

Teachers and activity leaders register each lesson on iSAMs.

Where it is not possible to complete an iSAMS register, a teacher must keep a paper register of lesson attendance and ensure that it is available for future analysis.

Lateness (Lessons)

A pupil is late to the lesson if they arrive 10 minutes after the timetabled start to the lesson.

Punctuality and Late Marks

Where a pupil arrives after the register closes, this will be classed as an absence (code U as per DFE compulsory attendance codes), unless the school is satisfied with the reason given for the late arrival.

6.5 Requests for leave of absence (exceptional circumstances)

The Education (Pupil Registration) (England) (Amendment) Regulations 2013 have amended Regulation 7 of the 2006 Regulations to prohibit a school granting leave of absence to a pupil except where an application has been made in advance and the proprietor considers that there are exceptional circumstances relating to the application.

Only exceptional circumstances warrant a leave of absence.

The school will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.

If a leave of absence is granted, it is for the Head of Senior School / Head of Prep School to determine the length of the time the pupil can be away from school.

The Head of Senior School / Head of Prep School, or a delegate thereof, should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday.

6.6 Procedure for requesting a planned absence

- All leave of absence requests will be unauthorised unless the circumstances are exceptional. A parent/carer should submit a written request on the Parent Portal (for periods of less than one week) or to the Head of Senior School or

Head of Prep School (for periods of a week or more, or for regular absences). School will respond to the request within two weeks.

- If a parent/carer considers they require their child to have a leave of absence for exceptional circumstances they should make their request in writing, as outlined above. There is a requirement that parent/carers provide evidence of the exceptional circumstance and may be required to meet with the Head of Senior School or Head of Prep School or a delegate thereof.

Outcomes of request for a planned absence

Where the Head of **Senior School / Prep School is** satisfied that there **are** exceptional circumstances to warrant the request of the leave of absence but has additional concerns (such as the timing of the absence or the pupil's attendance record), they may use the absence leave calculator to determine whether the leave will put the pupil at risk of becoming persistent or severely absent to inform their response to the request. If a pupil is at risk as a result of the absence, this will be communicated to the parents and will inform the decision and future actions.

If the Head of **Senior School / Prep School** deems that the reasons for the request are exceptional and authorises the absence, a letter confirming that the request has been authorised will be sent to the parent/carer.

If the Head of **Senior School / Prep School** deems that the reasons are not exceptional and so the leave of absence will not be authorised, a letter to this effect will be sent informing the parents of the decision for each child and the school will work in partnership with the relevant local authority as appropriate.

If the absence is taken after notification in writing of the decision not to authorise the leave of absence, it will be marked as an unauthorised absence on the pupil's register. If the trigger of 10 unauthorised absences (sessions) is met, the school will work in partnership with the relevant local authority as appropriate.

6.7 Other reasons for absences

Other reasons for absence must be discussed with the school each time; absence notes will not necessarily be accepted as providing valid reasons.

The school will follow DfE guidance and will not authorise absences for shopping, birthdays or child minding.

Examples of authorised absence may include days of religious observance**, illness**, and medical appointments.

Parents are advised to make appointments for dentist/doctor or optician outside of school hours where possible.

6.8 Reporting Absence and Exceptional Circumstances

If a child is absent from school, parents should contact the school on the first day of absence through the Parent Portal and maintain contact with the school via the Form Tutor and any other key pastoral staff (e.g. Head of Year or Pastoral Support Manager) throughout the absence.

If a parent is unable to access the Parent Portal, they should email the Form Tutor and or call Reception.

6.9 First Day Calling

If an absence is unexplained a first day call will be made by the school before the end of the morning session.

If no contact can be made with a parent, emergency contacts registered on iSAMS will be contacted, by the end of the first day.

Where absence isn't explained, concerns will be managed in line with the Safeguarding and Child Protection Policy.

6.10 Illness and Medical Appointments

It is a school's decision whether to accept a reason for a child's absence and whether to authorise that absence. In the majority of cases a parent's note explaining that their child was ill will be accepted without question or concern. In exceptional circumstances, further evidence of a child's illness or medial appointment may be requested

However, the school can challenge parents' statements or seek additional evidence if they have any concerns regarding a child's attendance.

The school, with support from the Nursing Team, will work with parents to help address any concerns about high levels of absence due to illness, including agreements about accessing additional services in order to provide appropriate support to pupils, particularly for long term illness.

The types of scenarios when medical evidence may be requested include:

- Pupil is persistently or severely absent from school
- There are frequent odd day absences due to reported illness
- The same reasons for absence are frequently repeated
- Where there is a particular medical problem and school may need evidence to seek additional support/provide support
- There are concerns about behaviour and/or safeguarding

6.11 Procedure for requesting a planned absence

- All leave of absence requests will be unauthorised unless the circumstances are exceptional. A parent/carer should submit a written request to the Head of Section (for periods of less than one week) or to the Head of Senior School or Prep School (for periods of a week or more, or for regular absences). School will respond to the request within two weeks.

- If a parent/carer considers they require their child to have a leave of absence for exceptional circumstances they should make their request in writing, as outlined above. There is a requirement that parent/carers provide evidence of the exceptional circumstance and may be required to meet with the Head of Senior School or Prep School or a delegate thereof.

6.12 Updating Emergency Contact Details

Parents can check their contact details on the Parent Portal.

It is important that the school hold at least three emergency contacts for a pupil. If parents need to update contact details, they should email capewellk@solsch.org.uk and admin@solsch.org.uk.

6.13 Communication

Email

- Parents can email their child's Pastoral Team (inc. The Pastoral Support Manager) to requestion support or enquire about matters related to school attendance.

Parent Portal

- Parents can view their child's attendance figures through the Parent Portal

Reporting

- A Form Tutor will comment on the impact of their attendance on learning within written reports, where appropriate

Traffic Light System

- To help pupils understand their attendance status, a traffic light system can be used to describe their attendance profile and the impact on lost learning and educational opportunities.

7 Promoting, Recognising, Reinforcing and Celebrating School Attendance

The school promotes, teaches, incentivises, and supports good attendance behaviour.

The school assumes that all pupils want to attend school, but some pupils and families need more support to remove the barriers associated with school attendance.

The school recognises the importance of celebrating and reinforcing attendance behaviour to encourage a culture of good attendance. Promoting, recognising, reinforcing and celebrating school attendance can happen through:

Behaviour and Discipline Policy

- Attendance behaviour (inc. punctuality) will be recognised and reinforced in line with the Behaviour and Discipline policy.

Assemblies

- Excellent attendance will be promoted, recognised, and celebrated on an individual and cohort level, where appropriate, in sectional and whole senior school assemblies.

Attendance Postcards

- From time to time, individual postcards will be sent to pupils to acknowledge excellent attendance behaviour and/or improvement

Curriculum

The school recognises the importance of explicitly promoting and teaching pupils about the importance of attendance and punctuality and raising awareness of some of the barriers and safeguarding issues associated with absenteeism

Wellbeing and Personal Development Curriculum

Through the Wellbeing and Personal Development Curriculum, and assemblies pupils develop an understanding of the importance of attendance, punctuality, barriers, safeguarding, health and wellbeing and develop skills related to good attendance behaviour (e.g. healthy relationships, resilience, mindfulness, front-footed behaviour, flexibility, giving and grounded).

More details can be found in associated curriculum documents.

Individual Support

The barriers for accessing education are wide and complex and are often specific to individual pupils and families. Attendance cannot be seen in isolation, so the school might use a range of academic and pastoral support to help remove or manage barriers to improving attendance. Including:

Form Tutor and Heads of Year

- The Form Tutor will, in most cases, will be able to offer individual support and guidance to help a pupil improve their attendance and will work closely with the Head of Years, Deputy Heads of Section and Head of Section.

School Counselling

- School counsellors can access a range of therapeutic approaches to support pupils at risk of, or experiencing, emotional based school avoidance and help pupils, parents, and school to remove barriers to improved school attendance. Pupils can also access the CHAT (Come Here and Talk) in the Senior School and Listening Service in the Prep School, without appointment, if they need additional support while attending school. Pupils and parents can self-refer to the counselling service through the Pupil and Parent Portal.

Third Day calls

- For all pupils, but particularly those who are at risk of, or are persistently and severely absent and not in school, where possible, a member of the pastoral team (e.g. Pastoral Support Manager) will contact parents from the third day of absence to provide individualistic support and guidance and to coordinate support for the return to school.

Everyday Calls

- For pupils at intervention red stage 3, a member of the pastoral team (e.g. Pastoral Support Manager) will aim to contact parents each day during the absence to provide individualistic support and guidance and to coordinate support for the return to school.

Learning Support

- Learning support sessions focusing on supporting pupils to manage and remove barriers to school attendance associated with SEND needs. This can include support with curriculum engagement, academic, social, and emotional factors. Learning support teachers can also offer expert insight as part of EHCP and attendance panel reviews.

Subject Clinics and Academic Peer Mentoring

- Concerns about specific academic progress might be a barrier to school attendance. Academic Departments run subject clinics to help pupils catch up on missed academic time and offer specific curriculum support. As an extension of this provision, departments can allocate peer academic support for pupils.

Learning Support

- Learning support sessions focusing on supporting pupils to manage and remove barriers to school attendance associated with SEND needs. This can include support with curriculum engagement, academic, social, and emotional factors. Learning support teachers can also offer expert insight as part of Attendance Plan, Attendance Panel reviews and Education Health Care Plans.

RETRACE Programme

- Pupils in trouble and or at risk of exclusion are less likely to not attend school as a result. RETRACE is a collaborative, coaching-style 1:1 programme, again with a specially trained teacher, in which the young person explores what was happening in their thoughts, emotions and wider life at the point of the incident that led them to their actions. Using therapeutic tools, non-judgemental and compassionate curiosity, the person is able employ self-reflection skills, build on self-regulation for the future and make amends as necessary.

RESTORE Programme

- If a child has been a victim/an affected person as a result of another person's behaviour, this can present as a barrier to them engaging fully in school life, which could translate into absenteeism and poor attendance. RESTORE for victims/affected people is a recordable 1:1 support programme with a trauma-informed trained member of staff who can ensure that the voice and needs of the young person are at the centre of the incident, where necessary safety and remedial action is taken. For the young person, where a sense of being seen, heard and acknowledged, and a consistent contact with someone who is dedicated to their advocacy
- around any incident, this can help to avoid attendance difficulties that might stem from fear or discomfort.

Peer Support (Senior School)

- Pupils are trained by the Peer mentor Co-ordinator to offer peer support in school. This can help address barriers associated with socialisation and academic preparation.

Subject Clinics (Senior School)

- Concerns about specific academic progress might be a barrier to school attendance. Academic Departments run subject clinics to help pupils catch up on missed academic time and offer specific curriculum support. As an extension of this provision, departments can allocate peer academic support for pupils.

School Nurses

- School nurses can help support pupils with pre-existing and emerging medical needs that might be a barrier to school attendance. School nurses can support pupils to administer ongoing medical treatment in school, where appropriate, and help pupils and parents to engage, access and liaise with appropriate medical services and external agencies (e.g. Solar and Diabetic Nurses). School can also contribute expert opinion as part of EHCP reviews.

Parent Support

- Support is available for parents through the school to help them remove barriers for their children. If parents have concerns about school attendance, they should contact the Form Tutor in the first instance.

    Parents can support regular school attendance and good punctuality by:
- Making sure their child leaves for school with plenty of time to arrive on time.
- Supporting and encouraging their child by attending parents' evenings and other events.
- Contacting the school to discuss any concerns regarding their child's attendance.
- Working in partnership with the school to resolve any issues that are impacting on their child's attendance.
- Working with external agencies (inc. charities) to help your child with school refusal and/or anxieties.

Useful links for parents:

School Anxiety and Refusal | Parents' Guide to Support | YoungMinds

Emotionally Based School Non-attendance - Young persons leaflet (solihull.gov.uk)

8. Using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.

8.1 Attendance Reports

Through the accurate recording of morning, afternoon and lesson registration, the school collates and reviews attendance morning, afternoon attendance and lesson data.

Attendance reports are run to identify:

- Individual pupils' weekly attendance figures, progress, and punctuality

- The progress of different cohort and demographics (e.g. sex, pupils with SEND) against school, regional and national averages
- Pupils' traffic light status
- Pupils who are at risk of persistent and severe absence
- Pupils who are persistently and severely absent
- Whole school patterns of school attendance
- Patterns of lessons attendance
- Specific intervention identified through data
- Relationship with other school variables (e.g. attainment)

Reports are shared with Form Tutors, Heads of Year, Deputy Heads of Section (Senior), Heads of Section (Senior) and/or Assistant Heads of Prep School at least every half-term, to focus staff effort on targeted intervention.

8.2 Attendance Reviews

The attendance is discussed at Pastoral meetings in the Prep (Chaired by the Senior Deputy Head of the Prep School) and Senior School (Chaired by the Deputy Head of Senior School: Pastoral) at least once a half-term and will to analyse school attendance data by cohort, pupil group and lessons to:

- Identify individual pupils or cohort who need additional support with their attendance or at risk of persistent and severe absent.

- Review the progress of all pupils who are persistently and severely absent

- Share best practice and evaluates interventions and attendance support plans

8.3 Governor Reports

Attendance data is reported to each Board of Governor's meeting through the Executive Headmaster's report.

9. Reducing Persistent and Severe Absence Pathway

A culture exists in the school whereby we assume that all pupils want to attend school, but some pupil and parents need support to remove the barrier to school attendance.

Patterns of persistent and severe absence is a focus of regular data analysis and identify pupils and cohorts who need targeted attendance support as quickly as possible.

All school staff should treat pupils and parents with dignity and staff should model respectful relationship to build positive relationships to support the foundation of good attendance.

The DSLs and DDSLS should be especially conscious of any potential safeguarding issues associated with all school absence, but especially persistent and severe absence and follow guidance set out in the Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

The school recognises that where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress Therefore, staff should always promote good behaviour, helping to create an ethos where pupils treat one another and the staff with respect because they know that this is the right way to behave. Therefore, it is important that this policy is read alongside the the Behaviour and Discipline Policy.

While every pupil has the right to fulltime education and high attendance expectations should be set for all pupils, individual needs need of certain pupils and cohorts needs to be accounted for. The following intervention should be applied fairly and consistently, but in doing so should always consider the individual needs pupils and the family who have specific barriers to attendance. The school should meet its obligations under the Equality Act 2010, the UN Convention on the Rights of the Child and actions should be informed by the school's Diversity, Equality, and Inclusion policy.

9.1 Green Stage 0: Prevention

Excellent, or good attendance

- Analysis of attendance data shows that has good to excellent attendance
- The Form Tutor or Head of Year should recognise and celebrate pupils at this level in accordance with the Behaviour and Discipline Policy.

9.2 Green Stage 1: Prevention

Pupils at Risk of Persistent or Severe Absence

- Analysis of attendance data shows that a pupil is at risk of persistent or severe absence.
- Parents will be informed by the school where their child's attendance is at risk of persistent and severe absence,
- In most cases, the Form Tutor or Head of Year is the best person in the school to support a pupil or family with attendance. If a pupil is at risk of severe absence, it is likely that intervention will move straight to Stage 3.
- The Form Tutor or Head of Year should listen to and understand the barriers to attendance the pupil or family is facing, identify the right support and work with the pupil and parent to improve school attendance. If necessary, the

school will challenge the attitude of those pupils and parents who give a low priority to attendance.
- A referral to an internal support service (e.g. Counselling, Learning Support or School Nurse) should be considered so that the pupil and parents can access specialist support.
- Where barriers are associated with factors outside of the school, the Form Tutor or Head of Year should work closely with the Pastoral Support Manager or Designated Safeguard Lead about accessing the support of external agencies (e.g. Early Help).
- The Form Tutor or Head of Year should have an open dialogue with parents and should be the point of contact for parents for all absences.
- Progress should be reviewed and evaluated at least every two weeks and include attendance in lessons.
- If a pupil's attendance doesn't improve and or a pupil becomes a persistent absent, the Form Tutor or Head of Year should, in most cases, refer the pupils to the to the Deputy Head of Section (DDSL) for Stage 2: Early intervention.

9.3 Amber Stage 2: Early Intervention

Pupils who are Persistently Absent

- The Deputy Head of Section will review the current action plan and the progress that has been made. If the Deputy Head of Section thinks that the pupil might benefit from more time at Stage 1, they can ask the Form Tutor or Head of Year to continue to lead the support and review again at a defined point (e.g. another two weeks).
- Where satisfactory progress hasn't been made, a Deputy Head of Section, should work with the Form Tutor and Head of Year to write an Attendance Plan.
- An Attendance Plan will outline the pupil's current data, the impact of the absence, what is working well, what could be better and what needs to happen to improve school attendance. The plan will be regularly discussed and reviewed together with pupils and families on an agreed time schedule.
- Where barriers are associated with factors outside of the school, the Head of Section should work closely with the Pastoral Support Manager and the Designated Safeguard Lead about accessing the support of external agencies (e.g. Early Help).
- The Form Tutor or Head of Year should still be the first point of contact for all absences, but the Deputy Head of Section should also maintain open dialogue with parents.
- The Pastoral Support Manager, where possible, will lead on Third Day absence calls for pupils who are persistently absent.
- Where satisfactory progress has been made, the Attendance Plan can be closed, and the Form Tutor or Head of Year will continue to support the pupil at Stage 1.
- Where satisfactory progress hasn't been made, the Attendance Plan should be evaluated and a new review date set.
- If after no more than three reviews, satisfactory progress hasn't been made the Deputy Head of Section should be refer the pupil / family to the Head of Section for Stage 3 targeted intervention.

9.4 Red Stage 3.1: Targeted (Internal)

Pupils Who Are Long Term Persistently Absent

- Pupils at this level are a priority for school's intervention.
- The Head of Section will review the current action plan and the progress that has been made. If the Head of Section thinks that the pupil might benefit from more time at Stage 2, they can ask the Deputy Head of Section to continue to lead the support and review again at a defined point (e.g. in two weeks).
- Where satisfactory progress hasn't been made, Head of Section, should look to intensify and coordinate the support and in most cases at this stage and will convene an Attendance Panel.
- Consideration should be given to working together with local authorities and other partners.
- The Pastoral Support Manager, where possible, will lead on First Day Absence calls and Everyday calls.
- Where satisfactory progress has been made, the Attendance Plan can be closed, and the Deputy Head of Section will continue to support the pupil at Stage 2.
- Where satisfactory progress hasn't been made, the Attendance Plan should be evaluated and a new review date set.
- If after no more than three reviews, satisfactory progress hasn't been made the Deputy Head of Section should be refer the pupil to the relevant deputy Head.

9.5 Red Stage 3.2: Targeted (External)

Pupils Who Are Long Term Persistently Absent and / or Severely Absent

- Pupils at this level are the priority for the school's intervention.
- The DSL will review the current action plan and the progress that has been made and supported by the Pastoral Support Manager, will contact the relevant local authority to discuss and evaluate the current plan and progress. The school will take direction form the Local Authority where appropriate.
- If, after external consultation, the Pastoral Support Manager thinks that the pupil might benefit from more time on the current plan, they can ask the Head of Section to continue to lead the support and review again at a defined point (e.g. another two weeks).
- A second Attendance Panel might be convened
- The Pastoral Support Manager, where possible, will lead on First Day Absence calls and Everyday calls.
- The Pastoral Support Manager, will maintain ongoing dialogue with the relevant local authority and take direction as appropriate.
- Where satisfactory progress has been made, the Deputy Head of Section will continue to support the pupil at Stage 2 and review the Attendance Plan.
- Where satisfactory progress hasn't been made, the Attendance Plan should be evaluated and a new review date set.
- If, after no more than three reviews, satisfactory progress hasn't been made the Assistant Head (Pastoral) should refer the pupil / family to the Head of

Senior School / Head of Prep School (or delegate thereof) and the Local Authority updated.

Stage 3.3: Targeted 3 (External)

-   Pupils at this level are the priority for the school's intervention and the Head of Senior School and Head of Prep School (or delegate thereof) will lead.
-   The Pastoral Support Manager will maintain ongoing dialogue with the relevant local authority and take direction as appropriate. Consideration should be given to EHCP and alternative forms of education.
-   If all avenues of support have been facilitated by the school, local authorities and other partners, and the appropriate education support has been provided but severe absence continues, it is likely to constitute neglect and the DSL (or DDSL) should follow the Safeguarding and Child Protection Policy and guidance set out in Keeping Children Safe in Education.
-   The Pastoral Support Manager, where possible, will lead on Everyday Calls
-   Where satisfactory progress has been made, the Head of Section will continue to support the pupil at Stage 3.1 and keep the Attendance Plan under review.

At all stages of intervention - If a pupil or parent fails to engage with the support that has been offered by the school and / or the Local Authority, and all other reasonable measures have been exhausted, the pupil will be referred to the Executive Headmaster, Head of the Senior School, or Prep School who will consider further action in line with the Behaviour and Discipline, Exclusion, Admission Policy and Parents Contract.

9.6 Attendance Panels

An Attendance Panel is a formal meeting, where any barriers for a child's attendance and what plans have already been put into place,

An Attendance Panel is chaired by a member of the School Leadership Team or the Senior or Prep Management Group and a representative from the Designated Safeguarding Team should attend (e.g. Pastoral Support Manager. Other school representatives from the child's Pastoral Team (e.g. Form Tutor, Head of Year, School Nurse) might also be invited.

Parents will be invited to attend the meeting and a decision whether to invite the child will be made in the child's best interests in advance of the meeting. If it is not appropriate for the child to attend the meeting (e.g. due to their health), the Chair will make a reasonable attempt to ensure that their voice is represented and the targets and action plan are shared with them before being confirmed.

Consideration will also be given by the Chair as to whether the School Inclusion Team should be informed and / or invited.
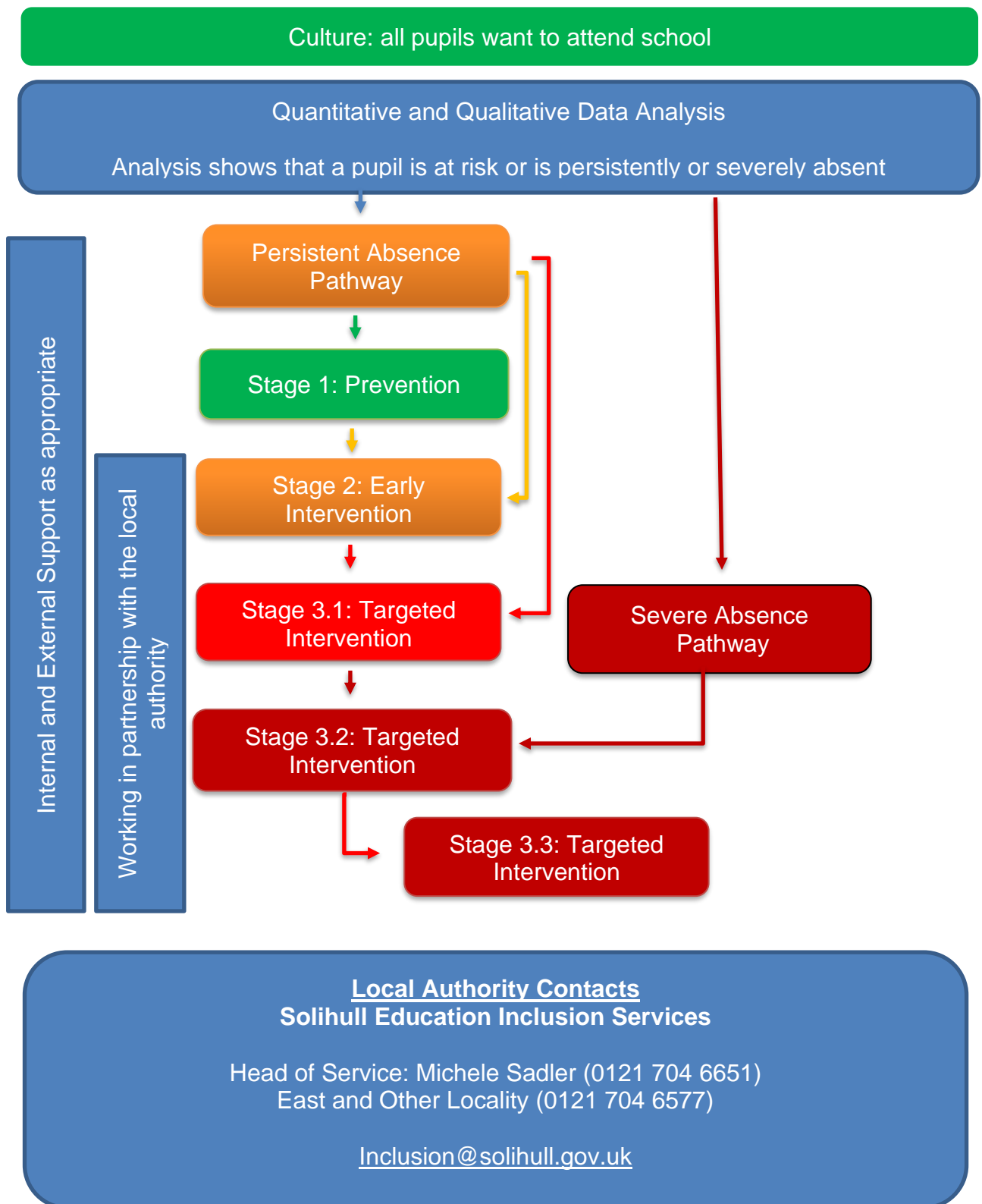
During the meeting, the current Attendance Plan, current and emerging barriers to school attendance and what support is required should be discussed. Attendance

targets will be discussed and agreed, together with a reviewed Attendance Plan, and a date set when progress will be reviewed. In most cases the in-school lead will continue to be the Deputy Head of Section who will continue to work closely with the Form Tutor, Head of Year and Pastoral Support Manager.

If a parent and/or child chooses not to attend the meeting or fails to make contact with the school to rearrange, the Chair will decide whether the meeting will go ahead without the parent and/or pupil present.

The action plan will be documented and confirmed in writing to parents.

Reducing Persistent and Severe Absence Pathway

Culture: all pupils want to attend school

Quantitative and Qualitative Data Analysis

Analysis shows that a pupil is at risk or is persistently or severely absent

Internal and External Support as appropriate

Working in partnership with the local authority

Persistent Absence Pathway

Stage 1: Prevention

Stage 2: Early Intervention

Stage 3.1: Targeted Intervention

Stage 3.2: Targeted Intervention

Stage 3.3: Targeted Intervention

Severe Absence Pathway

Local Authority Contacts
Solihull Education Inclusion Services

Head of Service: Michele Sadler (0121 704 6651)
East and Other Locality (0121 704 6577)

Inclusion@solihull.gov.uk

10. Admission and Attendance Registers

The law requires all schools including independent schools to have an admission register and an attendance register.

All pupils (regardless of their age) must be placed on the admission register and have their attendance recorded in the attendance register.

Registers are legal records and the schools will preserve every entry in the attendance or admission register for 3 years from the date of entry

10.1 Admissions Register

Mrs Nicolette Mullan (Head of Admissions) is responsible to the management of the Admissions Register.

The admission and attendance register are legal documents and must be kept accurately.

The admissions register must contain details of every pupil in the school along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended.

The names of all pupils (both compulsory and non-compulsory school age) much be entered onto the admission register.

The school will follow guidance set out in Working Together to Improve School Attendance Section 7, on what to include and how to maintain the Admissions Register (inc. pupil information and the deletion of names).

If a parent notified the school that the pupil is register at another school or will be attending a different school in the future, the school will record the name of the new school and the date when the pupils first attended or is due to start attending that school.

Refer to the Admissions Policy for further details on admission procedures.

10.2 Attendance Register

Mrs Sarah Hardy is responsible for the management of the attendance register.

The school take an attendance register for all pupils at the start of each morning session of each school day and once at the afternoon session. On each occasion the school will record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.

Attendance registers will be kept electronically on iSAMs information management system.

School complies with and uses the DfE compulsory national attendance codes as set out in Working Together to Improve School Attendance (2022). A copy of the Attendance and Absence Codes can be found in Appendix B.

As the attendance register is a record of the pupils present at the time it was taken, the register should only routinely be amended where the reason for absence cannot be established at the time it is taken and it is subsequently necessary to correct the entry.

iSAMS can track any amendments to the register. Where amendments are made, all schools will ensure the register shows the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name and title of the person who made the amendment.

10.3 Children Missing Education

A child missing from education is a potential indicator of a range of safeguarding issues including neglect, radicalization, child sexual, child criminal exploitations - particularly county lines. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

If a child is in immediate danger or risk of harm, a referral should be made immediately to children's social care (and the police if appropriate) in line with the Safeguarding and Child Protection Policy.

The West Midlands Child Protection and Safeguarding Procedures website set out pathways on children missing from education for local authorities in the West Midlands. This website provides further information and guidance on children missing from education.

Those with roles and responsibilities for registration and attendance and the Designated Safeguarding Lead should work closely to manage risks and ensure that pupils receive the appropriate level of early help or statutory intervention to attend school regularly.

10.4 Pupils arriving in school

The Admissions Team and the Data Manager will ensure a student is on the admissions register the beginning of the first day a child is expected to start at school. The school will then monitor pupils' attendance through their daily register and address poor or irregular attendance.

The Admissions Team must notify the relevant local authority within **five days** of adding a pupil's name to the admission's register at a non-standard transition point. The notification must include all details contained in the admissions register for the new pupil.

If a pupil does not turn up on the first day they are expected, the appropriate staff will made reasonable enquiries as the pupil's whereabouts, and will inform the relevant Local Authority at the earliest opportunity.

If the school receives a new pupil without receiving information about them from his or her previous school, the school should contact the previous school. If this does not result in transfer of the pupil's file then the school should follow the school's complaints procedures.

10.5 Pupils leaving the school

The Admissions Team will notify the relevant local authority when they are about to remove a pupil's name from the admission register under the fifteen grounds listed in the regulations set out in Children Missing in Education (2016). This does not apply at standard transition points (where a child had completed the final school year).

The school will provide the local authority with:

a) The name of the pupil;

b) The full name and address of any parent with whom the pupil lives:

c) At least one telephone number of the parents with whom the parent lives;

d) The full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable

e) The name of the pupil's destination school and the pupils expected start data there, if applicable; and

f) The ground in regulation 8 under which the pupil's name is to be removed from the admission register

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. Guidance on what constitutes reasonable enquiries is located in Children Missing in Education (September 2016). This only applies if the pupil doesn't have reasonable grounds for their absence (e.g. illness or unavoidable cause).

10.6 Elective Home Education

Where a parent notifies the school in writing that they are home educating, the school must delete the child's name from the admission register and inform the local authority. However, where parents orally indicate that they intend to withdraw their child to be home educated to a member of staff, the Head of Senior School or Head of Prep School or Deputy Head Pastoral or Senior Deputy Head of Prep School should be notified and the school should consider notifying the local authority at the earliest opportunity.

Where the school has been notified by a parent that a pupil is receiving education other than at school and has removed the child's name from the school roll, notification

must be given to the Elective Home Education service without delay. The school must retain the records.

Details on Elective Home Education
https://www.gov.uk/government/publications/elective-home-education

10.7 Extended periods of absence

Mrs Sarah Hardy is responsible for monitoring and reporting extended periods of absence.

The school will make the local authority aware of every registered pupil who fails to attend school regularly and any children who have been absent from school, where the absence has been treated as unauthorised for a continuous period of not less than 10 school days. Education (Pupil Registration) (England) Regulations 2006 regulation 12.

The school has a safeguarding responsibility to investigate any unexplained absence and has procedures in place to follow up absence. Staff can raise concerns about attendance in-line with the Safeguarding and Child Protection Policy.

10.8 Private Fostering

The school is aware of its duties to identify and report incidents of Private Fostering as outlined in the Safeguarding and Child Protection Policy.

11 Children missing during in the school day

The school has procedures in place for when a pupil is identified as missing during the school day.

11.1 Prep School (inc. EYFS)

If a pupil is missing within the Prep School, a member of the Prep Management Group and/or DDSL should be contacted without delay.

If a pupil has not been found through reasonable enquiries (e.g. check toilets) and, no more than 10 minutes have elapsed since the concern, the Police and parents must be notified.

The member of Prep Management and/or DDSL should also consider ringing the fire bell so all children can be accounted for.

11.2 Senior School

Each lesson is registered, and teachers alert the relevant pastoral and administration staff via dedicated email (including Head of Year, School Nurses, Pastoral Support Manager, DDSL, DSL, Receptionists and Pastoral and Welfare Administration) that a pupil is unexpectedly missing from their lessons.

Those notified will then make reasonable enquiries and escalate a search if a pupil cannot be accounted for.

The following steps should be considered and taken:

- Other children asked, where appropriate to do so

- Check Health Centre, Music Lessons and Signing Out sheets.

- Check pupil toilets (steps should be taken to avoid embarrassment to pupils)

- All staff notified

- Parents notified

- Fire Alarm sounded

- Police informed – if the child is believed to be missing and/or at risk of immediate harm 999 should be called without delay.

Any safeguarding and child protection concern should be managed in line with Safeguarding and Child Protection Policy.

The Supervision Policy outlines procedures around supervision during the school day (inc. the management of duties at Break and Lunch Time).

12. Who is Responsible for Attendance Issues in School

- The school has a named School Leader with responsibility for attendance issues, who works closely with Form Tutors, Heads of Year, Pastoral Management and the Safeguarding Team (if there is evidence of risk) where there are attendance concerns.
- Members of school staff both teaching and non-teaching have responsibility for attendance issues in school. **See** Appendix A f**or a detailed breakdown of these roles and responsibilities.**
- Attendance matters are reviewed by the School Leadership, Pastoral Managers and Safeguarding Leads regularly.

12.1 Dealing with absence

Every half a day of absence from school has to be classified by the school as either authorised or unauthorised. Authorised absence is where the Headteacher, has either given approval in advance for a pupil of compulsory school age to be away, or has accepted an explanation offered afterwards as satisfactory justification for absence. All other absences, including persistent lateness, must be treated as unauthorised.

Absence can only be authorised by a person designated to do so by the Headteacher. [see The Education (Pupil Registration) (England) Regulations 2006 (SI No. 2006/1751) – Reg 7(1)].

School has procedures in place to resolve unexplained absences within 5 days

Appendix A

School Culture

Process	Responsible	Supported by
Oversight of school attendance	Pastoral Support Manager	School Leadership Team Governors All staff
Set a whole school culture that promotes the benefits of high attendance	Pastoral Support Manager	School Leadership Team Governors All staff

Day to Day Processes

Process	Responsible	Supported by
Parents to contact the school through the Parent Portal when their child is absent to explain the reason.	Parents	Form Tutor Head of Year Reception Staff Administrators Pastoral Support Manager School Nurses
Contact parents on the first day of absence where a reason has not been provided.	Reception Staff	Form Tutor Pastoral Support Manager
If absence continues without explanation, further contact should be made to ensure safeguarding	Form Tutor	Head of Year Deputy Designated Safeguarding Leads Heads of Section Deputy Heads of Prep School Assistant Head (Pastoral)
Identify any absences that are not explained for each session and contact parents (and where appropriate foster carers and/or social workers) to understand why and when the pupil will return.	Form Tutor	Head of Year Deputy Designated Safeguarding Leads Heads of Section Deputy Heads of Prep School
Where absence is recorded as unexplained in the attendance register, the correct code should be inputted as soon as	Form Tutor	Head of Year Reception Staff Administrators Pastoral Support Manager

the reason is ascertained, but no later than 5 working days after the session.		
Hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable or are **persistently** absent to discuss attendance and engagement at school	Deputy-DSLs Head of Year Pastoral Support Manager	
Hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable or are **severely** absent to discuss attendance and engagement at school	Head of Section Deputy Head Academic Pastoral Support Manager Form Tutor, or Head of Year as appropriate	
Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals	Pastoral Support Manager Designated Safeguarding Leads	
Attendance Concerns, Actions, Outcomes and Reviews To be recorded in-line with the Safeguarding and Child protection policy.	All staff	DSL DDSLs
Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps	Heads of Section Head of Year Form Tutor Pastoral Support Manager	School Nurse Deputy Head (Academic)

Regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place

Make the necessary statutory data returns to the local authority	Administrators	Pastoral Support Manager Assistant Head (Assessment and Data)
Monitor and analyse weekly attendance patterns (inc. attendance in lessons) and trends and deliver intervention and support in a targeted way to pupils and families. This should go beyond headline attendance percentages and should look at individual pupils, cohorts and groups (including their punctuality) across the school to help schools achieve their responsibilities.	Assistant Head (Assessment and Data) Data Manager	Administrators Pastoral Support Manager
Provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).	Assistant Head (Assessment and Data) Data Manager	
Identify the pupils who need support and focus staff efforts on developing targeted actions for those cases.	Assistant Head (Assessment and Data) Heads of Section Deputy Head of Prep School Data Manager	Heads of Year
Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.	Assistant Head (Assessment and Data) Heads of Section Deputy Head of Prep School Data Manager Pastoral Support Manager	

Benchmark attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.	Pastoral Support Manager Assistant Head (Assessment and Data)	
Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher-than-average absence or for pupils on a Bursary if their attendance falls behind that of their peers.	Pastoral Support Manager Assistant Head (Assessment and Data) Heads of Section	Heads of Year DDSLs Bursary
Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate approaches or inform future strategies	Assistant Head (Assessment and Data) Heads of Section	Heads of Year DDSLs Pastoral Support Manager
Provide data and reports to support the work of the board or governing body	Pastoral Support Manager Assistant Head (Assessment and Data) Deputy Head (Pastoral) Senior Deputy Head of Prep School	

Administration of Registers

Procedure	Person responsible	Supported by
Registers **must** be taken at the start of the morning session and once during the afternoon session	Form Tutors (Cover Tutor)	Head of Year Reception Staff Administrators Pastoral Support Manager
Pupils should only be marked present if they are in the room when the register is called.	Form Tutors Teachers	Head of Year Reception Staff Administrators Pastoral Support Manager

Blanks should not be left in morning and afternoon registers	Form Tutors (Cover Tutors)	Head of Year Reception Staff Administrators Pastoral Support Manager
N marks should be cleared within 5 school days. Any unknown absence will be recorded as unauthorised, until further information is received.	Form Tutors (Cover Tutors)	Head of Year Administrators Pastoral Support Manager
In the Senior School, morning registers open at 08:40. Registration takes place between 08.40 and 08.45. Registers close after 0**9.05** **In Alice House**, morning registers open at 8.20. Registration takes place between Registers close after 08:50 **In the Junior School**, morning registers open at 8.30. Registration takes place between Registers close after 09:00.	Form Tutors (Cover Tutors)	Head of Year Reception Staff Administrators Pastoral Support Manager
In the Senior School, afternoon registration takes place between 14.05 and 2.10. Registers after at 14:35 **In Alice House**, morning registers open at 8.20. Registration takes place between 8Registers close at 08:45 **In the Junior School**, morning registers open at 8.30. Registration takes place between Registers close at 08:55.	Form Tutors (Cover Tutors)	Head of Year Reception Staff Administrators Pastoral Support Manager
In the Senior School pupils should be registered during each lesson and recorded on iSAMS. Where a teacher cannot access iSAMS during a lesson, they can make a paper register. This needs to be available for future review as appropriate.	Teacher or activity leader	Head of Year Reception Staff Administrators Pastoral Support Manager

Procedures ensuring pupils do not go missing from school during the school day include: In the case of illness, only the School Nurse can authorise a pupil going home. This will involve contact with parents Pupils attending an appointment during school hours, must sign out with Reception Staff, with reason and reasonable enquires made with the pupil and parents. Absence from individual lessons is registered and 'missing pupils alerts' are raised when absence in a lesson cannot be accounted for by the teacher or activity leader.	Teacher or activity leader School Nurse Reception Staff	Missing Pupil Team Reception Staff Administrators Pastoral Support Manager
Prep School, Lower School and Middle School pupils not in timetable lessons will be registered in lessons/sessions by the member of staff who has responsibility for their supervision. Lists of pupils out of timetabled lessons for to held centrally by the Academic and Pastoral Teams	Teacher or activity leader (e.g. Librarian) Head of Year Pastoral Support Manager School Counsellor School Nurse Librarian	Reception Staff Administrators
Analysis of attendance and absence data	Form Tutors Heads of Year Pastoral Support Manager	Pastoral Leadership and Management Assistant Head (Assessment & Data) Designated Safeguarding Leads
Build strong relationships with families to improve attendance	Form Tutors Heads of Year Deputy Designated Safeguarding Leads School Nurse	Pastoral Leadership and Management

	Pastoral Support Manager Learning Support Teachers	
Responding to absence requests over 5 days	Head of Senior School Head of Prep School	Executive Headmaster Pastoral Support Manager Administrators Senior Heads of Section Deputy Head of Prep School
Responding to absence requests up to 5 days	Heads of Section Deputy Head of Prep School	Senior Leadership Pastoral Support Manager Administrators Senior Heads of Section Deputy Head of Prep School
Attendance Concerns, Actions, Outcomes and Reviews To be recorded securely on CPOMS.	All staff	Assistant Head (Assessment & Data) Pastoral Support Manager Administrators School Nurses
Attendance Panels	Pastoral Management School Leadership Head of Year Form Tutors	Assistant Head (Assessment & Data) Pastoral Support Manager Administrators School Nurses

Appendix B Registration Codes

Code / \: Present in school / = am \ = pm

Pupils must not be recorded as present if they are not in school during registration. If a pupil were to leave the school premises after registration, they will still be counted as present for statistical purposes.

Code L: Late arrival before the register is closed

Schools should actively discourage late arrival and be alert to patterns of late arrival. All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and depending on the structure of the school day not longer than either 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place. A pupil arriving after the register has closed should be recorded as absent using code U, or another absence code that it is more appropriate.

Absent

Authorised absence means that one of a specific set of circumstances applies, as set out below:

Code C: Leave of absence granted by the school

Only exceptional circumstances warrant granting a leave of absence. Wherever referred to in this guidance a leave of absence should not be, and from certain types of school must not be, granted unless it has been applied for in advance by the parent who the pupil normally lives with and the headteacher believes the circumstances to be exceptional. Schools must consider each application for a leave of absence individually taking into account the specific facts and circumstances and relevant background context behind each request. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the headteacher's discretion.

Specific leaves of absence may also be granted where: A pupil is participating in a performance

 A school maintained by a local authority or a special school not maintained by a local authority can grant leave of absence for a pupil to undertake employment during school hours for the purpose of taking part in a performance, within the meaning of section 37 of the Children and Young Persons Act 1963 if the local authority have given the pupil a licence for that performance.

Legislation sets out that a local authority licence must be obtained before a child can take part in a performance. There are some exemptions, including the granting of

Body of Persons Approval (BOPA). BOPAs can be issued by the local authority where a performance is to take place, or by the Secretary of State (generally only if there are to be many children involved and a number of different locations, but legislation does not limit this to those situations).

Schools should be sympathetic to requests for leave of absence that are supported by a licence or a BOPA; as long as the school remains satisfied that this will not have a negative effect on a pupil's education. Where the licence specifies the dates that a pupil is to be away from school to perform, the school should record the absence for those days as if a leave of absence had been applied for and granted. However, where the terms of the licence or BOPA do not specify dates, it is at the discretion of the headteacher to grant leave of absence. A pupil is subject to a temporary part-time timetable

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable should not be used to manage a pupil's behaviour.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a parttime timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

A pupil is pregnant

Leave for maternity is treated like any other leave of absence. We would expect schools to act reasonably and grant a sufficient period of leave from school, taking into consideration the specific circumstances of each case. Ultimately it is at the headteacher's discretion how much leave to grant.

Code H: leave of absence for the purpose of a family holiday granted by the school

Parents should plan their holidays around school breaks and avoid seeking permission from schools to take their children out of school during term time unless it is absolutely unavoidable.

An application for leave of absence should (and from certain schools must) not be granted unless it is made in advance by a parent the pupil normally lives with and the school is satisfied that there are exceptional circumstances based on the individual facts and circumstance of the case which justify the leave. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the headteacher's discretion.

Code E: Excluded but no alternative provision made

If no alternative provision is made for a pupil to continue their education whilst they are suspended from school or excluded from school, but their name is still entered in the admission register.

When a pupil of compulsory school age is suspended or permanently excluded from a maintained school, pupil referral unit, academy, city technology college, or city college for the technology of the arts, alternative provision must be arranged from the sixth consecutive day of any suspension or exclusion. Where alternative provision is made schools should record this using the appropriate code for attending an approved educational activity.

Code I: Illness (not medical or dental appointment)

Schools should advise parents to notify them on the first day the child is unable to attend due to illness. Schools must record absences as authorised where pupils cannot attend due to illness (both physical and mental health related).

In the majority of cases a parent's notification that their child is ill can be accepted without question or concern. Schools should not routinely request that parents provide medical evidence to support illness. Schools are advised not to request medical evidence unnecessarily as it places additional pressure on health professionals, their staff and their appointments system particularly if the illness is one that does not require treatment by a health professional. Only where the school has a genuine and reasonable doubt about the authenticity of the illness should medical evidence be requested to support the absence.

Pupils with long term illness or other health needs may need additional support to continue education, such as alternative provision arranged by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. This applies whether or not the child is registered at a school and whatever type of school they attend. The education must be full-time or as close to full-time as the child's health allows. DfE's statutory guidance on ensuring a good education for children who cannot attend school because of health needs sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. Local authorities should have a named officer responsible for the education of children with additional health needs.

Code M: Medical or dental appointment

Schools should encourage parents to make appointments out of school hours. Where this is not possible, they should get the school's agreement in advance and the pupil should only be out of school for the minimum amount of time necessary for the appointment.

If a pupil is present at registration but has a medical appointment during the session in question, no absence needs be recorded for that session.

Code R: Religious observance

Schools must record absence as authorised when it falls on a day that is exclusively set apart for religious observance by the parents' religious body (not the parents).

As a general rule, we would interpret 'a day exclusively set apart for religious observance' as a day when the pupil's parents would be expected by the religious body to which they belong to stay away from their employment in order to mark the occasion. If in doubt, schools should seek advice from the parent's religious body about whether it has set the day apart for religious observance.

If a religious body sets apart a single day for a religious observance and the parent applies for more than one day, the school may only record one day as authorised on this basis; the rest of the request would be a leave of absence, and this is granted at the school's discretion as set out under Code C.

Schools and local authorities may seek to minimise the adverse effects of religious observance on a pupil's attendance and attainment by considering approaches such as:

• Setting term dates around days for religious observance;

 • Working with local faith groups to develop guidance on absence for religious observance;

• Schools taking INSET days that coincide with religious observance days; and

• Providing individual support for pupils who miss sessions on days exclusively set apart for religious observance.

Code S: Study leave

Study leave should not be granted by default once tuition of the exam syllabus is complete, it should be used sparingly and only granted to Year 11 pupils during public examinations. If schools do decide to grant study leave, provision must still be made available for those pupils who want to continue to come into school to revise.

As study leave is unsupervised it must be recorded as absence.

Code T: Traveller absence

 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.

This code should not be used for general absences by those groups. It must only be used when the pupil's parent(s) is travelling for occupational purposes and the school has granted a leave of absence following a request from the parent. This code should not be used to record any other types of absence by these groups.

Pupils from these groups whose parent(s) do not travel for occupational purposes are expected to attend school as normal. They are subject to the same rules as other pupils in terms of the requirements to attend school regularly once registered at a school.

Where a pupil has no fixed abode because their parent(s) is engaged in a business or trade that requires them to travel, there is an expectation that the pupil attends at least 200 sessions per year. The pupil must attend school as regularly as the business permits and therefore, if the business or trade permits the pupil to attend for more than 200 sessions per year, they should do so.

To help ensure continuity of education for pupils, when their parent(s) is travelling for occupational purposes, it is expected that the pupil should attend school elsewhere when their parent(s) is travelling and be dual registered at that school and their main school.

Unauthorised Absence from School Relevant regulation

Unauthorised absence is where a pupil's absence is not one of the types of absence listed as authorised in regulation 6(2) or where the reason for a pupil's absence has not been provided and cannot be established.

Code G: Holiday not granted by the school or in excess of the period determined by the school

Where the school has not granted a leave of absence for the purpose of a holiday but the parents still take the child out of school, or the child is kept away longer that the period of leave granted.

A school cannot grant a leave of absence retrospectively. If the parent did not apply in advance, leave of absence should not (and from certain types of school cannot) be granted.

Code N: Reason for absence not yet provided

Schools must follow up all unexplained and unexpected absence in a timely manner.

Every effort should be made to establish the reason for a pupil's absence. When the reason for absence has been established the school should record the pupil's absence using the relevant code.

Where absence is recorded as unexplained in the attendance register, the correct code should be inputted as soon as the reason is ascertained, but no more than 5 working days after the session.

Code N should not therefore be left on the pupil's attendance record indefinitely; if a reason for absence cannot be established after 5 working days, schools should amend the pupil's record to Code O.

Code U: Arrived in school after registration closed

Where a pupil has arrived late after the register has closed and the school is not satisfied that the reason for lateness is an authorised absence.

Schools should actively discourage late arrival, be alert to patterns of late arrival and seek an explanation from the parent. All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and depending on the structure of the school day not longer than either 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place

Attending an approved educational activity

An approved educational activity is where a pupil is attending another school at which they are registered or taking part in off-site activity such as field trips, educational visits, work experience or unregistered alternative provision.

Pupils can only be recorded as attending an off-site activity if it is approved by the school, of an educational nature and supervised by someone authorised by the school. Ultimately, school are responsible for the safeguarding and welfare of pupils taking part in an off-site educational activity so it would be reasonable to expect that the school would only authorise someone who was answerable to the school to supervise an activity.

The activity must take place during the session for which it is recorded and for pupils of compulsory school age the school must record the nature of the activity. Attending another school at which the pupil is registered Relevant regulation: 6(1)(a)(iii) and 6(4)(b)

Code D: Dual registered at another school

The law allows for a pupil to be registered at more than one school. This code is used to indicate that the pupil was not expected to attend the school in question because they were scheduled to attend the other school at which they are registered. The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis.

Each school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school. Schools should ensure that they have in place arrangements whereby all unexpected and unexplained absence are promptly followed up.

Attending an educational activity that takes place outside the school Relevant regulation: 6(1)(iii),

Code B: Off-site educational Activity

Attending an off-site educational activity that has been approved by the school and supervised by someone authorised by the school.

For pupils of compulsory school age, schools must also record the nature of the activity, examples are:

• attending taster days at other schools;

attending courses at college;

• attending unregistered alternative provision arranged or agreed by the school.

The educational activity must take place during the session for which it is recorded.

Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised, and measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the educational activity notifies the school of any absences by the pupil. The school should record the pupil's absence using the relevant absence code.

This code must not be used for any unsupervised educational activity i.e., when a pupil is at home doing some schoolwork.

Code J: At an interview with prospective employers, or another educational establishment

Attending an interview with prospective employers or another educational establishment. Schools should be satisfied that the interview is linked to employment prospects, further education, or transfer to another school.

This must take place during the session for which it is recorded

Code P: Participating in a supervised sporting activity

Taking part in a sporting activity that has been approved by the school. If schools have concerns about the appropriateness of an activity, they can seek advice from the sports' national governing body. However, the final decision on approving the activity rests with the school and they should take the effect on the pupil's general education into account.

The sporting activity must take place during the session for which it is recorded.

Approved educational activity must be supervised by a person authorised by the school. Schools should ensure that they have in place arrangements whereby the provider of the sporting activity notifies the school of any absence by the pupil. The school should record the pupil's absence using the relevant absence code.

Code V: Educational visit or trip

Attendance at an organised visit or trip, including residential trips organised by the school, or attendance at a supervised trip of a strictly educational nature arranged by an organisation approved by the school.

The educational visit or trip must take place during the session for which it is recorded.

Approved educational activity must be supervised by a person authorised by the school. Schools should ensure that they have in place arrangements whereby the organiser of the visit or trip notifies the school of any absence by the pupil. The school should record the pupil's absence using the relevant absence code.

Code W: Work experience

Work experience is for pupils in the final 2 years of compulsory school age.

The work experience must take place during the session for which it is recorded.

Approved educational activity must be supervised by a person authorised by the school. Schools should ensure that they have in place arrangements whereby the provider of the work experience notifies the school of any absence by the pupil. The school should record the pupil's absence using the relevant absence code.

Code Y: Unable to attend due to exceptional circumstances

Where a pupil is unable to attend school because:

• the school site or part of it, is closed due to an unavoidable cause at a time when pupils are due to attend; or

• the transport provided by the school or a local authority is not available and the pupil's home is not within safe walking distance; or

• a local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.

Schools must also record the nature of the circumstances in which a pupil is unable to attend school.

Walking distance

In relation to a child under the age of 8, means 2 miles, and for a child of 8 or above, means 3 miles. In each case measured by the nearest available safe route.

Pupils in custody

Code Y is also used where the pupil is in custody; detained under a court order for a period of less than 4 months or is returning to the school at the end of their custodial period.

Code X: Non-compulsory school age pupil not required to be in school

Where a pupil not of compulsory school age is attending school part-time.

For example, where parents have chosen for their 4 year-old child to attend parttime until later in the school year but not beyond the point at which the child reaches compulsory school age.

Code Z: Prospective pupil not on admission register

To enable schools to set up registers in advance of pupils joining the school to ease administration burdens.

Schools must enter a pupil's name on the admission register from the first day that the school has agreed, or been notified, that the pupil will attend the school.

In the normal admissions round, when parents have accepted the school place offered, the local authority can inform schools on behalf of the parents and notify the school when the parent has agreed that the pupil will attend school. This can also be the case where the local authority co-ordinates in-year applications for school places.

If a pupil fails to attend on the agreed starting day, the school must establish the reason and record the pupil's absence using the relevant absence code.

Code #: Planned whole or partial school closure

Whole school closures that are known and planned in advance such as:

• days between terms;

• half terms; • occasional days (for example, bank holidays);

• weekends (where it is required by the management information system);

• up to 5 non-educational days; and • use of school as a polling station. 276. Partial school closures that are known and planned in advance such as:

 • 'staggered starts' or 'induction days' where different term dates have been agreed for different year groups - this code is used to record the year group(s) that is not due to attend; and

• Use of part of the school as a polling station.