Grange School

Attendance policy

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Parent-Friendly Summary of Our Attendance Policy

This summary explains what parents need to know about attendance at Grange School. It is based on the school's full Attendance Policy, which states that the school is committed to:

"Setting high expectations for the attendance and punctuality of all pupils" "Reducing absence, including persistent and severe absence"

Attendance and Our School Values

Good attendance is fundamental to ensuring that every child has the opportunity to **reach for the stars**. Being in school regularly enables children to learn, develop positive relationships, build confidence and make the most of all that school has to offer. Our school values help us to understand why attendance matters:

Resilience – Regular attendance helps children develop the resilience to face challenges, persevere with their learning and recover from setbacks. Being in school consistently allows children to build routines, confidence and independence.

Enjoy – School is a place where children learn, play, make friends and experience new opportunities. Good attendance means children can fully participate in the life of the school and enjoy learning and spending time with their friends.

Achieve – Every day in school provides valuable opportunities to learn new knowledge and develop important skills. Good attendance supports children to make sustained progress, achieve their potential and develop the foundations they need for future success. Missing school means missing learning that cannot always be fully recovered.

Creative – Regular attendance gives children the opportunity to explore, question, experiment and express themselves. Through a wide range of experiences across the curriculum, children can develop their creativity, curiosity and confidence.

Healthy – Attending school regularly supports children's wider wellbeing. School provides opportunities to develop healthy relationships, emotional wellbeing, physical activity, social skills and positive routines. Good attendance also helps children feel connected to their school community.

Every school day matters. **By working together to promote good attendance, we give every child the best possible opportunity to learn, enjoy, achieve, be creative and develop as a healthy, resilient individual.**

Why Attendance Matters

Good attendance helps your child learn well, feel confident, and make progress. Missing school means missing important learning and social opportunities.

The school follows national guidance from the Department for Education (DfE) working together to improve school attendance and must record attendance accurately every day.

The School Day

- School starts at **8.40am**
- Children must be in class by **8.50am**
- Arrivals between **8.50–9.20am** = *late*
- Arrivals after **9.20am** = *unauthorised absence for the morning session*
- School finishes at **3.15pm**

Reporting Absence

If your child is absent:

- Call school **before 9am** on each day of absence
- Explain the reason for absence
- This can be done by calling the school on **01283 564325** (option 1) and speaking to Miss Smith or leaving a message. This should be done on each day of absence.

Planned Absence

- If parents/carers know in advance that a pupil will be absent, we appreciate families letting us know. This can be done by speaking to Miss Smith in the school office. Sometimes, we might ask to see appointment confirmations or medical details. This could be when absences are repeated or longer term, for example.

- There are very limited circumstances in which we can authorise holidays during term time. If families are planning to go on holiday during term time, a leave of absence request form must be completed. These are available from the school office. The reasons for a term-time holiday need to be exceptional for the headteacher to authorise them. Each case is treated individually. Unauthorised holidays may lead to a penalty notice.

Lateness

- Pupils need to arrive on the school site by 8:50am. Being on time is important so that the day can start promptly and pupils are ready for the school day. **Learning begins at 8.50am.**
- It can be very unsettling for a child to walk in late to their classroom. Punctuality supports a child with their sense of belonging at school.
- Pupils who arrive after 8.50am will be recorded as late. If a pupil arrives after 9.20 am, they have to be marked as absent for the morning and/or afternoon session.
- Our Attendance Lead, Mrs Spencer will monitor lateness and punctuality and work with families to improve ongoing issues.

Penalty Notices

Penalty notices may be issued if:

- A child has repeated unauthorised absences
- A child is persistently late after registers close
- A holiday is taken without approval

How the School Supports Attendance

The school works closely with families to remove barriers to attendance. This includes:

- Phone calls home
- Pastoral support for pupils
- Meetings with parents
- Home visits if needed
- Referrals to Children's Social Care for persistent absence

The school aims to:

"Identify at risk pupils and intervene early"

Monitoring Attendance

Attendance is monitored closely:

- Daily
- Half-termly
- Termly
- Annually

Parents are updated through:

- Arbor app
- Texts, emails, letters
- Parent consultations
- Annual reports
- Certificates for excellent or improving attendance

What Parents Must Do

Parents are expected to:

- Ensure their child attends school every day, on time
- Report absence before 9am
- Provide more than one emergency contact

- Book medical/dental appointments outside school hours where possible
- Attend meetings when invited
- Work with school to support good attendance

What Pupils Must Do

Pupils are expected to:

- Attend school every day
- Arrive on time
- Understand why attendance matters

This is what you can expect from us in response to pupils' levels of attendance (see Appendix 2 for more detail)

97-100% missing around 6 days	The Green Zone	When a pupil's attendance is in this zone, this is ideal. Pupils will be benefiting from the full range of what school has to offer.
93-96.9% missing around 14 days	The Yellow Zone Emerging concerns	When a pupil's attendance is in this zone we will begin to keep an eye on attendance patterns. This way, we can get in touch with you to see if any support is needed.
90-92.9% Missing around 19 days	The Amber Zone Concerns	When a pupil's attendance is in this zone, we will get in touch with families/parents and families to let them know. We will ask you if there's any help you need because we know that there is a real risk of a pupil falling significantly behind and missing out.
Below 90% Missing more than 20 days	The Red Zone Significant concerns	When a pupil's attendance is below 90%, this is classified as 'persistently absent'. This is a real worry. We will ask families and pupils to have a discussion with us and to make a plan to improve attendance really quickly so that attendance is back on track.

Need Support? Talk to us

We know that sometimes school attendance can be difficult for pupils and we are here to help. If attendance is becoming a concern, please contact the school office and ask to speak to Miss Smith. We will work with you to overcome any barriers, and there are others in school who can help too. You can speak to your child's class teacher or ask to speak to a member of the Senior Leadership Team (Mrs Spencer, Mrs Cox or Mrs Keay.)

Grange School Attendance Policy

1. Aims

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

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

2. Legislation and guidance

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

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

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

- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

The link governor for attendance, Michelle Bradley, will liaise regularly with the Headteacher and Attendance Lead to monitor attendance, review the issues and the impact of the actions that the school are taking.

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Setting a clear vision for improving and maintaining good attendance
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies

- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Lead to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

3.4 The Attendance Lead

The Attendance Lead is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Having an oversight of data analysis. Devising specific strategies to address areas of poor attendance identified through data. Arranging calls and meetings with parents to discuss attendance issues. Delivering targeted intervention and support to families
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance updates to school staff and reporting concerns about attendance to the headteacher
- Working with education welfare officers or Children's Social Care to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices and having the authority to action these with the Local Authority.

The Attendance Lead is Mrs Spencer and can be contacted via 01283 564325 and / or office@grangeschool.academy.

3.5 Class teachers

Class teachers are responsible for:

- Recording attendance on Arbor for both morning and afternoon sessions on a daily basis.
- Promoting the benefits of good attendance with the pupils in their class
- Discussing the attendance of pupils in their class during parent meetings/consultations

3.6 Office staff

The Office Manager will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on Arbor
- Transfer calls from parents/carers to the Attendance Lead where appropriate, in order to provide them with more detailed support on attendance

- Make contact with parents by phone and/or email when the school has not been notified about a pupil's absence

3.7 Parents

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

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)
- Parents are expected to:
- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting Mrs Spencer, who can be contacted via 01283 564325 and/or office@grangeschool.academy
- Attend meetings to discuss their child's attendance when concerns arise
- Promote the benefits of good attendance at school to their child

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time
- Understand the importance of good attendance at school

4. Recording attendance

4.1 Attendance register

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

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

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

See Appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age, Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

The school day starts at 8.40am and ends at 3.15pm.

Pupils must arrive in school by 8.50am on each school day.

The register for the first session will be taken at 8.50am.

If a child is late and arrives at school between 8.50am and 9.20am, they must sign in at the School Office by a parent/carer. They will receive a late mark.

If a child is late and arrives after 9.20am, they must be signed in at the School Office by a parent/carer. They will receive an unauthorised absence mark for that session.

The register for the second session will be taken at 1.00pm.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am, or as soon as practically possible, by calling the school and leaving a message on the absence line, or speaking to the Office Manager, Miss Smith.

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

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

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

4.3 Planned absence

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

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

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

4.4 Lateness and punctuality

A pupil who arrives late:

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

- After the register has closed will be marked as absent, using the appropriate code

Our Attendance Lead, Mrs Spencer will monitor lateness and punctuality and work with families to improve ongoing issues.

4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, and there are concerns about a child's welfare, the school may contact agencies who may be involved with the family, or the police
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will undertake a home visit. The school will consider involving an education welfare officer when necessary
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: the school will make use of the sanctions detailed in section 5.2. This may involve the issue of a penalty notice.

4.6 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels:

- The Arbor app provides parents with up to date figures for their child's attendance
- Parents may receive information about their child's attendance through text message, e-mail, letter or phone call
- Parents may be invited into school to discuss their child's attendance
- Certificates will be awarded during our half termly celebration assemblies to reward improving, excellent and 100% attendance
- During parent consultations, class teachers will discuss a child's attendance, and celebrate or share concerns with parents/carers regarding the impact of attendance
- Annual school reports will include individual pupil attendance figures
- The school will regularly communicate information about school attendance to parents through newsletters, letters, emails, meetings.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

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

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

The school considers each application for term-time absence individually, taking into account the facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence. The leave of absence request form can be obtained from the school office and must be completed in advance of the proposed absence by a parent.

Applications for leave of absence should be requested before any expenses are committed. Costs already incurred are

Leave in term time will not be agreed by us at any time unless circumstances surrounding the request can be evidenced.

In considering the request we will look at various factors such as:

- The timing of the request
- When a pupil is just starting school, absences should be avoided as this is a very important transition period as your child needs to settle into their new environment as quickly as possible.
- Pupils should not be absent where possible both immediately before and during assessment periods e.g. SATs, Phonics Screening Check or any other public examinations
- Other periods of leave which the pupil may have had, either during the current or previous academic year.
- A leave of absence will not be authorised retrospectively
- Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions such as a Penalty Notice. In certain circumstances, parents risk losing their child's place on the school roll if the pupil does not return to school on the agreed return date. Readmission cannot be guaranteed.
- Where school suspects unauthorised holidays have been taken, a home visit may take place

- Any period of unauthorised absence or persistent late marks/absence can result in a fixed penalty notice if the Local Authority threshold is met.
- A fixed Penalty Notice can be issued for 20 'U' marks (10 days) over 12 weeks. The school follows the Staffordshire Local Authority Code of Conduct for issuing fixed penalty notices
- The specific circumstances which outline when a pupil can be removed from roll are laid out in Regulation 8 (1) (f) (i-iii) of The Education (Pupil Registration) (England) Regulations 2006 (Amended 2010 and 2013).

5.2 Penalty Notices

A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. This is a fine to a parent who fails to ensure their child's regular attendance/punctuality at school or fails to ensure that their excluded child is not in a public place during the first five days of exclusion. This could include several episodes of unauthorised absence, persistent lateness after the register has closed or unauthorised holiday. If repeated penalty notices are being issued, and they are not working to change behaviour, they are unlikely to be most appropriate tool. Therefore, from September 2024, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3 year rolling period and any second notice within that period is charged at a higher rate. Penalty notices are issued to each parent:

- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.
- A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.

6. Part-time timetables

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances, their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes (see chapter 8).

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for the school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs.

If the Headteacher believes that a part-time time table is in the best interests of the child, the school will:

- Have the agreement of both the Headteacher and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.

- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part-time timetable for a prolonged period.

If the pupil has a social worker, the school will keep them informed and involved in the process.

If the pupil has an education health and care plan, the school will discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

In agreeing to a part-time timetable, the school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code C2).

7. Strategies for promoting attendance

It is essential for all pupils to get the most out of their school experience, including their attainment, wellbeing and wider life chances. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. The school recognises that the foundation of securing good attendance is to provide a calm, orderly, safe and supportive environment where all pupils want to be and are keen and ready to learn. The school promotes positive behaviour and good attendance through its curriculum and pastoral systems.

The school recognises that some pupils or families may find it harder than others to attend school and therefore at all stages of improving attendance, the school will work hard to build strong and trusting relationships and work together to put the right support in place. This must be a concerted effort across all teaching and non-teaching staff in school, the trust, the governing body, and other local partners.

Barriers to accessing education are often specific to individual pupils and families. The school will use evidence-based strategies and interventions to improve attendance at a universal, targeted and individual level:

The school strives to:

- Set positive attendance habits early
- Create a welcoming school environment for all pupils
- Identify at risk pupils and intervene early

The Attendance Lead will work closely and sensitively with families to ensure that they receive the most appropriate support, based on their needs. If difficulties cannot be overcome in this way the school or the parent may refer the child to the Education Welfare Worker from the County Council, who will also try to resolve the situation.

8. Attendance monitoring

8.1 Monitoring attendance

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

Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to Arbor, so the data can be accessed regularly and securely.

The governing board will receive regular updates regarding attendance.

8.2 Analysing attendance

The school will:

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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 7.4 below)
- Provide regular attendance reports to the governing board
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the Trust, local area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular conversations and meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance

    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

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

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Building positive relationships policy

Appendix 1: attendance codes

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

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

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or

		• Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Grange School Tiered response to non-attendance

working with Burton Fields School

Confident, responsible and successful learners

Grange School - Non-Attendance Response

Stage?	Why?	School actions?	Who?
Tier 0 **The green zone (exceptional)** **97 - 100%**	• None. Well done!	• None. Keep going!	• All staff.
Tier 1 **The yellow zone** **93 - 96.9%**	• Fallen below 97%. • Repeated illness with no evidence provided. • Late marks. • Unauthorised absences. • Unexplained absences. • Patterns of non-attendance.	• Tier 1 'cause for concern' letter issued. • Parent conversation with Class Teacher (CT) and recorded on CPOMs by CT. • **Pupil's name to be added to watch list spreadsheet** and discussed at weekly HT/SLT meeting.	• Class Teacher • Office staff • Attendance Leader
Tier 2 **The amber zone** **90 - 92.9%**	All of the above and: • No improvement with attendance. • Lack of parental engagement.	• Tier2 'Attendance Clinic Meeting' letter. • Penalty Notice Warning Letter also issued - see here. • Face-to-face meeting in school with Attendance Leader. Grange Attendance action plan completed. • Added to CPOMs. • Pupil voice to explore attendance.	• Office staff • Attendance Leader
Tier 3 (Persistent Absence) **The pink zone** **Less than 90%**	All of the above and: • Non-attendance is significant. • Significant concerns despite previous support.	• Tier 3 'Persistent Absence Attendance' Meeting Letter' issued. • Meeting in school with Attendance Leader and HT. Grange Attendance action revisited and updated. Added to CPOMs. • Statutory referral discussion if no improvement in 20 days.	• Office staff • Attendance Leader • Headteacher.
Tier 4 **Fixed Penalty Notice**	• 20 day Penalty Notice Warning passed. • Fail the 20 day PNW period due to further absence.	• Tier 4 'Referral to Local Authority' letter issued. • Statutory intervention. • Continue to monitor.	• Office staff • Attendance Leader • Headteacher • Local Authority

Please note - **A Penalty Notice, which could lead to a fine, may be issued when a child has 10 sessions of unauthorised absence within a rolling 10 school week period**, which can include any combination of absences (including lateness after the register closes), whether consecutive or non-consecutive, and across different terms or school years.