

# Attendance policy

## Kingsthorpe College



Kingsthorpe  
College

Approved by:	S Matharu & Local Governing body	Date: Sept 2024
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## 1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils. All students are expected to meet the target of 96% attendance for the academic year.
- 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

We will also promote and support punctuality in attending lessons.

## 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 \(applies from 19 August 2024\)](#) 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](#)
- <https://www.legislation.gov.uk/uksi/2006/1751/contents> The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment
- <https://www.legislation.gov.uk/uksi/2013/757/regulation/2/made> 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
- Sharing effective practice on attendance management and improvement across schools]
- Holding the headteacher to account for the implementation of this policy

### **3.2 The headteacher**

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Assistant Headteacher 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

### **3.3 The designated senior leader responsible for attendance**

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school

- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is James Hartnett and can be contacted via [james.hartnett@kingsthorpecollege.org.uk](mailto:james.hartnett@kingsthorpecollege.org.uk)

### **3.4 The attendance officer**

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with school attendance support officers to tackle persistent absence
- Advising the headteacher/assistant Headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officers are Sharon Kennedy & Cherrie Halling and can be contacted via email [attendance.team@kingsthorpecollege.org.uk](mailto:attendance.team@kingsthorpecollege.org.uk) or via phone 01604 716106

### **3.5 Class teacher**

It is the responsibility of the class teachers to:

- Be a positive role model.
- Take the register audibly and accurately EVERY lesson within the first 10 minutes.
- Amend the register if a student arrives late.
- Take action when students are late to your lesson.
- When taking the register do not amend any pre-entered codes.
- Inform the Head of Department, Head of Year or Attendance Officer if attendance is impacting on learning and progress in your lessons.

### **3.6 Head of year/Pastoral team**

- Give attendance and punctuality a high-profile reinforcing message in assemblies and form time activities.
- Liaise with the Attendance Officer over unauthorised absence.
- Be aware of the overall School attendance target and take proactive steps for their year group to meet or exceed this target.
- Support subject teachers, form tutors and Heads of Department in taking actions for lateness to lessons.
- Support form tutors to hold return to school conversations with members of their form. Ensure parents/carers are informed where attendance is affecting progress in lessons.

### 3.7 School services staff

School services and attendance officers will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the attendance team or year team where appropriate, to provide them with more detailed support on attendance.

### 3.8 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 **8am** on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the attendance team or their child's year team

### 3.9 Pupils

Pupils are expected to:

- Attend school every day, on time
- Attend every timetabled session, on time
- Meet the attendance target of 96%
- Be prepared to catch up on work missed through absence as it will impact on academic progress.
- Discuss, with your form tutor, any difficulties that arise that may affect your attendance

## 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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence 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 (except Wednesdays, where school finishes at 2:50pm)

Pupils must arrive in school by 8:40am on each school day.

The register for the first session will be taken at 8:40am and will be kept open until 9:10am. The register for the second session will be taken at 12:30pm and will be kept open until 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 **8am**, or as soon as practically possible, by calling the school absence line 01604 716106 or emailing [attendance.team@kingsthorpecollege.org.uk](mailto:attendance.team@kingsthorpecollege.org.uk)

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

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.

Parents or carers can do this by contacting the attendance team via email [attendance.team@kingsthorpecollege.org.uk](mailto:attendance.team@kingsthorpecollege.org.uk) or completing the request form on the school website. Where possible we ask for 2 weeks' notice on any planned absence.

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
- Students who are continually late will receive an NNR to make up the time missed.

## 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:

- Send a text message for any students not in registration and no absence call received before 8am.
- Email parents for contact about their child's absence.
- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason.
- Complete a home visit If the school cannot reach any of the pupil's emergency contacts.
- The school may contact the police or complete a MASH referral if we are unable to ascertain a student's reason for absence.
- 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
- Contact the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the school attendance support officer.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- 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; issue a notice to improve, penalty notice or other legal intervention.

## 4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels through termly reports.

# 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
- Examinations or approved sporting activity
- 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.

- Leave of absence **will not** be granted for a pupil to take part in protest activity during school hours.



As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific 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 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website. The Headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

## 5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

### Penalty notices

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

A Penalty Notice payable up to £160 fine.

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

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

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

If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil

- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

### Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

## 6. Strategies for promoting attendance

Kingsthorpe College recognises the importance of promoting positive behaviours. To promote, recognise and celebrate excellent and improved attendance we will:

- Hold assemblies & tutor periods discussing and promoting excellent attendance termly.
- Sustained improvement and continued excellent attendance and punctuality are rewarded throughout the academic year and form part of our whole school praise and reward system.
- Students with excellent attendance and behaviour are rewarded with priority on reward trips
- Students are updated on their current attendance weekly through tutor times, as well as their best possible attendance at key milestones in the academic year. This should be discussed with their tutor and attendance goals set and reviewed around this data.
- Hold attendance surgeries with families when attendance is becoming a concern to provide support.

## 7. Attendance monitoring

### 7.1 Monitoring attendance

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

The monitoring of attendance occurs to enable identification of individual and groups of students whose absence may be a cause for concern.

The school will compare attendance data to the national average and share this with the governing board and trustees.

Kingsthorpe College uses Arbor to collect and store attendance data. The data collected on attendance may be used for a variety of purposes including, but not limited to:

- Identifying students whose attendance may be a cause for concern.
- Identifying groups of students whose attendance may be a cause for concern.
- Identifying students for intervention – attendance, pastoral and academic based.
- Monitoring of interventions that occur – attendance, pastoral and academic based.
- Evaluation of interventions that occur – attendance, pastoral and academic based.

Specific pupil information will be shared with the DfE on request.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

### 7.2 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

### 7.3 Using data to improve attendance

Kingsthorpe College 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 severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to year teams and form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)
- 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 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

## 7.4 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
- When thresholds have been met, we will write to parents to inform them of the drop in attendance
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular 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)

## 8. 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 Assistant Headteacher at every review, the policy will be approved by the full governing board.

## 9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour 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
<b>Attending a place other than the school</b>		
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
<b>Absent – leave of absence</b>		
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

<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	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
<b>Y1</b>	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
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	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
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	<p>Pupil is unable to attend as they are:</p> <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>

<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## Appendix 2: IMPACT OF REDUCED ATTENDANCE

The below image is shared with students, staff and parents throughout the academic year to remind all parties of the impact of reduced attendance.



## % Attendance Ladder

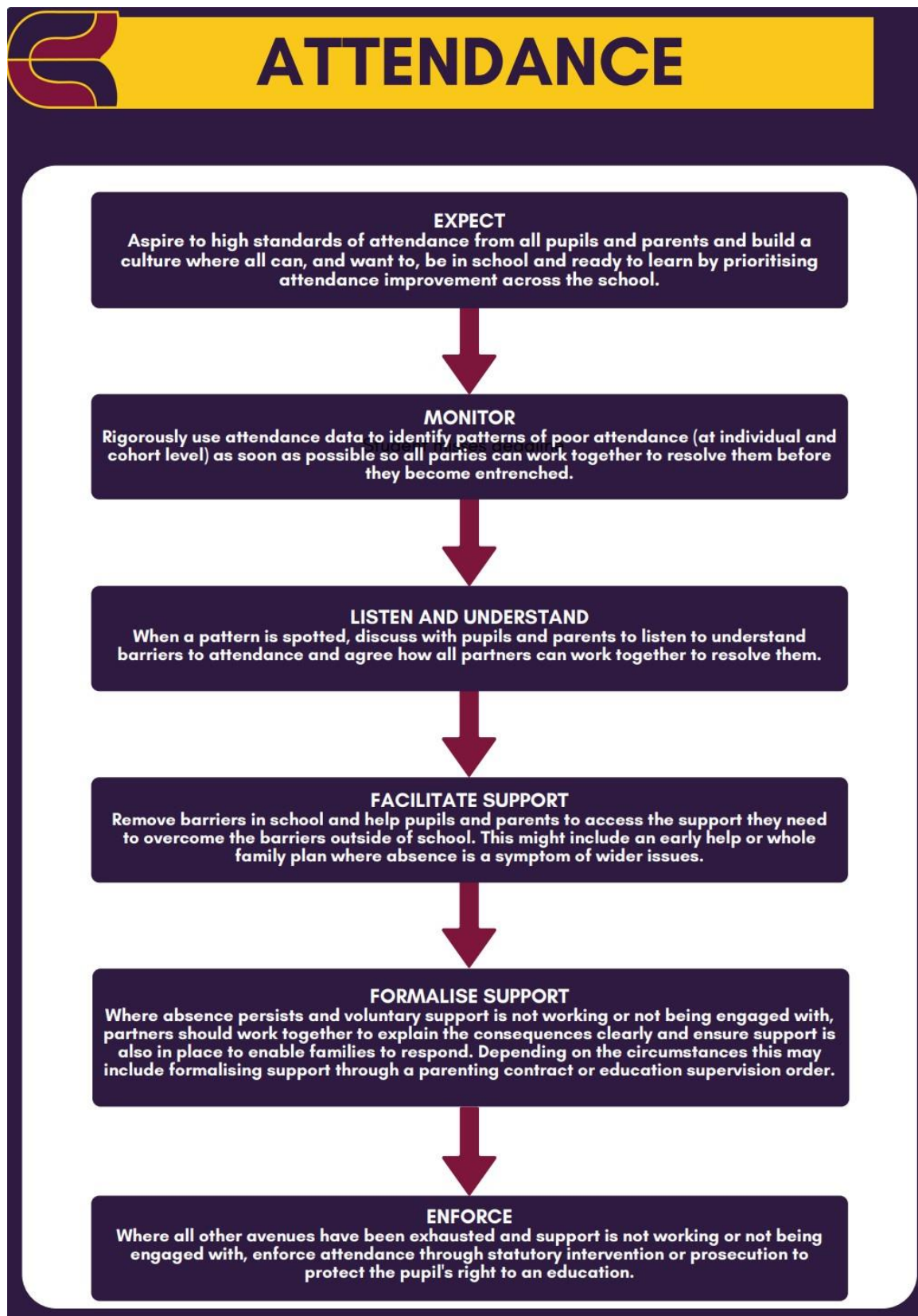
Every Day Matters

365 days in each year = 190 school days + 175 days to use for family time, visits, shopping, household jobs and appointments





## Appendix 3 – Attendance Flow Chart



## Appendix 4: Kingsthorpe College Guidelines for Parent Contract Attendance and EHA

(Early Help Assessment Form)

### 1. What is a parent contract (PCM)/EHA and how will it help me?

- Both processes are designed to assess the situation and provide you and your child with the appropriate support to ensure they attend school. Southfield may offer a choice of one of these if the school has concerns with your child's attendance.
- A **parenting contract** is an agreement between a parent/carer and the school. This is an internal process which provides an opportunity to discuss the issues which are affecting attendance and agree some actions which will help your child to attend school.
- An **EHA** is directly linked to the local authority and outside agencies. It is an assessment of the needs of your child and yourselves so that you can access the support you need to improve your child's attendance.
- These processes are NOT a punishment but a way for you to work together with the school to help improve your child's attendance and for you to get some practical support from the school and/or other agencies.
- We will usually try to involve all the parents/carers of the student in the processes where appropriate in order to provide the student with as much consistent and targeted support as possible.
- We believe that a PCM or an EHA is an opportunity for everyone to work together to address and tackle any problems your child is having attending school and make a real difference to their progress and future life. Attendance is one of the key reasons why students do not make progress and is something employers and further education institutions are very interested in. Helping your child to attend and maximise their potential, will provide them with real career opportunities in the future.

### 2. What is involved?

- **Parent Contract (PCM):** A meeting will be arranged to discuss the issues affecting your child's attendance. This will involve relevant members of staff e.g the Attendance Officer, Attendance Lead or Head of Year, yourself and your child.
  - From the discussion, you and your child will agree to do certain things to ensure improved and regular attendance at school by your child and the school will agree ways in which we will provide particular support so that you and your child can do the things you have agreed to do. These agreements will be put on a parent contract form, a copy of which will be shared with you after the meeting.
  - The length of time that a parenting contract lasts will be discussed between you and the school but the targets are likely to be reviewed every 4/5 weeks and the contract is likely to last 12/15 weeks.

- **EHA:** An EHA is sent to the local authority once you have agreed the process and meeting will be arranged as with the parent contract.
  - A form is completed with agreed actions and targets from both you and the school and sent to the local authority. Following on from this another meeting is arranged with yourselves, your child and the relevant outside agencies e.g. school nurse, CAMHS etc. Ideally you will be supported at this meeting by the same member of staff who attended the first one.
  - The length of time an EHA lasts depends on the level of need and support but there is an initial review meeting after 6 to 8 weeks.

### **3. Do I have to agree to a contract or an EHA form if it is offered to me?**

No. PCMs and EHAs are a voluntary arrangement. However, both processes provide you with an opportunity to get the support you need to improve your child's attendance and integrate them back into school. If you decide that you do not want to go through either of the processes, then you will need to try to find other ways to improve your child's attendance and we would encourage you to talk to the school about what you intend to do.

If there is no improvement in your child's attendance, the school will have to consider what further action should be taken. Normally, this will involve referring the matter to the LEA's Educational Entitlement Office who may then issue penalty notices or prosecute you for your child's irregular attendance.

### **4. How do I prepare for the meeting?**

- Before you attend the meeting it is important that you think about what you think the issues are and what you would like to get out of it:
  - What do you think about your child's attendance and why hasn't previous support helped?
  - Are there any things which you think would help to improve your child's person's attendance e.g. regular meetings with a key member of staff, transport to school etc.
  - Are you experiencing particular difficulties at the moment and if so, how can the school/outside agencies help you?
  - What might you realistically be able to do to improve your child's attendance.
- If you are anxious about the meeting, ask the school if you can bring a friend or family member along for moral support.

