



Attendance & Lateness Policy

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Aims

We are committed to meeting our obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence

- Ensuring every student has access to full-time education to which they are entitled
- Acting early to address patterns of absence

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

Legislation and guidance

The FGS Attendance and Lateness Policy meets the requirements of the [School Attendance Guidance](#) for maintained schools, academies, independent schools and local authorities (August 2020) and takes into account all additional and relevant legislation and guidance documents ([see Appendix H](#)).

Introduction

With the intention of enabling all our students to take full advantage of the educational opportunities available to them, we at FGS aim to encourage outstanding levels of attendance and punctuality across all year groups by 'getting them into school'. DfE (2022) Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture. DfE (2022)

Levels of attendance are a key indicator of a school's overall performance so we have set a target of 96% attendance amongst our students. Schools are also required not just to improve levels of overall attendance but to reduce the numbers of persistent absentees (a persistent absentee being defined as a child whose attendance rate is below 90%) and we work hard to explore personalised pathways to support all our students who struggle to attend school regularly for a variety of reasons.

At FGS we strive each year to ensure our school figures fall well below this. We shared with parents at the beginning of the year knowledge of school sessions and what is PA and that absence from School is learning lost;

- 1 day off per school year means attendance will reach 99.45%
- 10 days off per school year means attendance will only ever reach 94.5%
- 20 days off per school year means attendance will only ever reach 89% (PA)

Rights, Responsibilities, and Duties

We have high expectations of all our stakeholders within the FGS community to promote positive attitudes towards attendance according to their role or responsibility (see Appendix A & F).

For example:

The school aims to keep all staff and students safe in accordance with the school Safeguarding Policy which includes expected student attendance to school unless otherwise formally advised by a medical professional. Parents will be kept fully informed of their child's attendance/punctuality record. The schools will start to take action when a student's attendance is below 94%, this will be directed by the senior leadership team. Details of

additional attendance support are in Appendix A and via key pastoral staff in school - it is envisaged this will help families/carers to make the right decisions concerning whether to send their child into school on any given occasion.

The Governing Body will be regularly updated by the SLT member with responsibility for the Attendance & Punctuality policy; challenge the SLT member to account when presenting data and policies/practices to meet the needs of all students and uphold the highest of expectations; assist with Attendance Panel Interventions, as and when required.

Staff will investigate all unexplained and unjustified absenteeism; and action strategies at any time; that recognise and praise the efforts of students in achieving outstanding attendance or making positive progress/improvement with their attendance; work closely with students, parents, carers and external agencies should attendance or punctuality give cause for concern; set a good example in matters of attendance and punctuality; work closely with Trafford Local Authority for any students or families in need of additional external support.

Students will ensure that they attend school regularly and on time (including each lesson); not leave the school without permission; have individual records of attendance / punctuality acknowledged and praised by the school; comply with safeguarding and behaviour policies protocols by refraining from truancy to lessons and school.

Parents & carers will contact the school to inform us of any pre-planned absences or reasons for non-attendance before the start of the school day where possible; Inform the school if they have any concerns about their child's attendance and punctuality; Engage with the school's attempts to work productively and creatively with families/carers/guardians to try and overcome problems which prevent their child from attending school and/or arriving punctually.

Recording of attendance information

Registration (including Punctuality)

Students are expected to be in school by 8:40am. A formal register is taken punctually each day during the timetabled Form Time registration period (see Appendix B). The Form Tutor, or member of staff taking the register, should insist on silence and will call the student by name for which they should respond accordingly and respectfully. The student has to be seen by the member of staff before they officially mark them present in school for the start of that day.

Any students who arrive in school between 08.40am and 10.00am could be recorded as Late on the register via Arbor. Students who arrive after the close of the register (10.00am and later) will be recorded as absent for the morning session, using the register **code 'U'** until they are present in school. Students arriving in school after form time should sign in at reception, providing an explanation for their lateness, and a notification will be sent home informing parents/carers should a suitable reason not be given. It is the responsibility of the student to arrive promptly in their form once in school to ensure they are marked present during registration. See Appendix E re: Attendance Codes. Sanctions can be issued for lateness to school.

The afternoon attendance session mark is issued as part of the lesson 4 register at 1:00pm. All students on site at this time and present in their lessons will therefore receive their afternoon attendance mark.

In addition, all teaching staff will take a register at the start of each lesson to maintain accurate records of attendance throughout the school day, including punctuality to lessons. Students are encouraged to be no later than 5 minutes late to their lessons to avoid any sanctions for delaying the start of the lesson, or interrupting the learning of others. Student attendance and punctuality to school/lesson data is used for tracking and monitoring purposes and will be shared with parents each half term (see Appendix I). All student data is available to parents upon request.

Procedures for completing the register

Taking a register is a legal duty imposed on all schools. The attendance register is a legal document and must be recorded accurately twice a day. The attendance register is a critical document in the event of a fire, a safeguarding concern and is a critical document in the event of the school pursuing a prosecution for lateness or absence. Failure to keep an accurate register could result in prosecution for negligence and result in the school being found wanting in its statutory duties.

Absence Follow Up Procedures

We follow a strict absence follow up procedure to ensure all students are accounted for and that we know our students are safe, in accordance with whole school Safeguarding procedures. We ensure our follow up procedures ensure a swift resolution for appropriate coding of absence and ensure all students are checked to be safe each day. All absences that are not reported to school will be **coded as 'N'** and will be followed up by the Attendance Officer immediately following the form registers closure time and no later than 11am (see Appendix F). There will be students within the school community identified as 'red flags'. A 'red flag' means they have higher levels of vulnerability and if they are not marked as present after the registration period, the attendance officer will follow up this group as a priority, usually by 9:30am each day.

Failure to provide an appropriate reason for absence will lead to the code to be changed to **code 'O'** for an unauthorised absence and could involve a home visit according to the identified level of need.

Procedures for Following Up Absence/Lateness

Should a student be absent at morning registration, unless a message explaining the absence has been received, the Attendance Officer will attempt that day to make contact with the student's home. All notes from parents and carers regarding a student's absence will be recorded by the Attendance Officer.

Should a student return to school after an absence without a written explanation from their parent and one is not forthcoming, and school has been unable to contact parents or carers by phone in subsequent days, then the Attendance Officer will write to them. All such absences will be recorded as 'unauthorised' unless appropriate explanation has been offered. When a student has not attended school for more than three consecutive days without a medical note or regular contact with parents or carers a home visit will take place by the welfare team.

Persistent poor punctuality to school and lessons is regarded as a behaviour issue and results in an imposition being sanctioned. When a student is persistently late or absent without good reason and the school's efforts to effect improvement have been unsuccessful, it may be necessary to refer the matter to the Local Authority. The school reserves the right to apply all legal instruments at its disposal to ensure the highest levels of punctuality and attendance amongst its students.

Legal responsibilities of Persistent Absences, including unauthorised and authorised absences

Authorised/Unauthorised Absence

The High Court has ruled that it is the school which decides whether an absence is to be authorised or unauthorised. Authorised absence is where the school has either given approval in advance for the child to be away or where an explanation offered afterwards has been accepted as satisfactory justification for absence.

Parents and carers are reminded that a letter containing a written explanation does not in itself authorise an absence; only the school's acceptance of the explanation offered by the letter authorises the absence. In the event that the school has reason to doubt that the explanation offered about a particular absence is genuine, the absence will be treated as unauthorised.

The government is very clear that family holidays should not be taken during school term time, so the school is not required to authorise any such requests, and it should be expected a Fixed Penalty Notice (FPN) as a result of this unauthorised absence will be issued if evidence is found to suggest a period of absence from school has been completed as a result of such circumstances. However, mitigating or extenuating personal circumstances can be taken into consideration so we encourage parents and carers to approach the school in writing if they wish to discuss this any further.

Internal Truancy

Students who fail to arrive at lessons punctually (before 15 minutes of the start of the lesson) or who are present in school but do not attend a lesson are engaging in "Internal Truancy". The Behaviour Policy will be followed and a sanction or even a suspension could follow as persistent internal truancy is regarded as a serious behaviour issue and safeguarding concern.

Persistent Absence

Persistent absenteeism (or PA) is broadly equivalent to 10% or more absence, as determined for all schools nationally by the DfE. An individual child is deemed by the government to be a persistent absentee if their attendance is less than 90% (regardless of whether or not the absences have been authorised).

However, at FGS we take all absence seriously and we have defined 'at risk of PA' as the equivalent of 94% or below. In addition, we use a tiered system for intervention to identify key cohorts to focus appropriate monitoring and intervention. Sessions of absence are used to determine the stages of intervention required for each student according to the time of year, and appropriate follow up is put in place to make the required improvements upon review of data (see Appendix A).

Legal Responsibility of the Parent or Carer

The parent or carer of a child of compulsory school age is required by law to ensure that the child regularly attends the school at which they are registered. Should they fail to ensure that their child attends that school regularly then the parent or carer is guilty of an offence. Those who are convicted of this offence may be sentenced to up to three months in prison. Alternatively, parents and carers may be subject to a FPN by the Local Authority. At FGS we are committed to working with parents, carers and families to help them meet their obligation of ensuring their child regularly attends school, so we encourage parents and carers to engage with intervention meetings and support offered by the school to reduce the chances of Local Authority involvement.

In line with our whole school values, we want to empower our students to make the right choices about their attendance and punctuality; where they fail to do so there could be consequences which impact on them and their families. The responsibility for avoiding such consequences lies with the student, and we encourage all parents and carers to support the school with any intervention that may be assigned to increase their child's attendance to school, as per the Flixton Pledge that is officially accepted by all members of the school community when the school place is initially accepted – a copy of which can be found in the Student Planner (see Appendix C).

Note: The term parent is a collective term taken to mean any person with parental responsibility for a child.

Permission to leave school before the end of the session

We request all appointments are made outside of school hours where possible. If not, then all students who leave for an appointment are expected to return to school at the earliest opportunity to maximise their time in school. If a student needs to leave school for a legitimate appointment (GP / dental / interview etc.) they should seek an orange slip from the House Office and sign out, if authorised. Written or verbal (Phone call) parental consent is required for the school to authorise a student to leave school premises to attend appointments.

Reference link to published DfE research material regarding impact of poor attendance on academic progress across Key Stages 2 to Key Stage 4 (2016):
<https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014>)

Strategies for promoting attendance

Praise & Recognition Systems

Our praise and recognition systems aim to encourage and promote good and improved attendance in as many ways, and for as many students as we can, recognising outstanding and improved attendance across all year groups, forms and houses at various stages throughout the school year (see Appendix G).

Half-termly and termly incentives are implemented to promote outstanding and positive improvements in attendance and punctuality via personal targets, form and house competitions.

Tiered Intervention

Our Tiered Systems of Intervention for Attendance allow us to track and monitor data at regular intervals throughout the school year to focus our Personalised Pathway approach for

supporting students and their families to overcome any barriers or challenges they may face in terms of attending school regularly (see Appendix D).

Whilst our approach to promoting outstanding attendance is primarily a positive drive for improvement, we are legally required to also address the issue of absenteeism, especially persistent absenteeism, when it occurs. Such an approach will be both proactive and reactive and will combine, in appropriate measure, assistance with insistence. This intervention could come in the form of an email or phone call home, letter or meeting to explore the EBSNA Toolkit, an attendance plan or attendance contract depending on the stage of intervention required (see Appendix A). All action taken is done so for the best intentions with the overall welfare and academic progress of the student in mind.

Reintegration of students with long term or persistent absence

The school is committed to creatively and flexibly supporting students who have been absent for long periods of time. Our commitment to supporting the Inclusion and Welfare of each student means that when a student returns to school after prolonged absence (3+ days) they will be entitled to a Welfare check by their House team who will support the student.

Attendance monitoring - who, what and when.

Attendance data is monitored frequently throughout the school and informs a 'next steps' approach from key staff to ensure attendance support is maximised for each individual student at the earliest opportunity. This includes:

Senior Leadership Team - Reviewing attendance data and trends at Welfare, Inclusion and Pastoral in a weekly attendance strategy meeting.

Assistant Headteacher for Pastoral - Reviewing data on a weekly basis to ensure appropriate support is in place and trends are identified to inform the whole-school action plan. Offers authorisation to any formal communication home including FPN recommendations to Trafford LA. They will share and direct the use of data (weekly) amongst the Head of Houses.

Head of House - Review House attendance data weekly to ensure students are supported to achieve, set targets with support of parents. Head of House will monitor weekly attendance of form groups and PA students in their house.

They will complete the EBSNA Toolkit and implement attendance support plans and attendance contracts for identified students who are 'Persistently absent'. Also assigns students to staff/Form tutors for 1:1 support where appropriate.

Form Tutor - Supports students daily by encouraging positive attitudes and offering direct pastoral support during Form Time. They will share the whole school, form and house attendance data weekly. Form Tutors will communicate with certain groups of students about their attendance (100% - 89%). Form Tutors will share half termly individual attendance and sessions missed. This is recorded in the planner by the students so they can see their progress over time.

Attendance Officer - tracks the daily attendance of each individual; follows up any unreported absences with a phone call home; responsible for appropriate attendance code

input on Arbor for absent students; liaise with class teachers to ensure accuracy in attendance coding.

Appendix A –Distributed Leadership Model for Attendance – By Sessions of Absence

Appendix A: Attendance Distributed Leadership Model

<p style="text-align: center;">Foundation Stage (<5 - 10 sessions)</p> <p style="text-align: center;">= equivalent to 2.5–5 days absence or 93% - 100% (Which Applies First)</p> <p style="text-align: center;">Tier 1 intervention</p>	<p>Attendance Officer: First day absence = text notification from 9:30am (student admin), followed by phone call after registers close (EWO). Also monitors attendance trends and follows up reasons for absence. 'N' codes cleared daily following texts or phone call by 11am. Any RED Flag for vulnerable students will have a home visit if there has been no contact by 11am. Any reported barriers/additional support required is passed on to appropriate staff and logged on CPOMS.</p> <p>Form Tutor: Basic expectations by using daily praise for attendance and award house points for full week 100% attendance. Notice student absence and welcome students back when they return to school.</p> <p>Class Teacher: Have a positive approach to the lesson and be welcoming to all students attending the lesson. Ensures work available for catch up should any students miss lessons due to illness or medical appointments.</p> <p>HOD: Ensure all staff and departments are aware of expectations and follow up with members of their team if reportedly not supporting students with missed work.</p> <p>HOH: Liaise with Form Tutors on a weekly basis, while updating class teachers and attendance officer as issues arise regarding any concerns via email, CPOMS or Provision Map. Also maintain overview of attendance of all students in House. Follow up with HOD if aware of any staff not supporting students with catch up work. Completely weekly briefing sheet to promote the use of praise and recognition systems to support FTs to award House Points and other incentives for outstanding and/or improved attendance.</p> <p>Assistant Head: Review weekly attendance data and track/monitor attendance trends, reporting weekly data to SLT. Ensure appropriate recognition shared with school community based on whole-school, year group, form and individual attendance achievements.</p>
<p style="text-align: center;">Stage One (12—20 sessions)</p> <p style="text-align: center;">= equivalent to 6-10 days absence or 92% - 81% (Which Applies First)</p> <p style="text-align: center;">Tier 2 intervention</p>	<p>Attendance Officer: As with Foundation Stage, but including: Refer students meeting threshold to HOH for PA monitoring. Home visits may be required if concerns referred by Pastoral team.</p> <p>Form Tutor: As with Foundation stage, but including: supporting the students daily and preparing them for the day ahead. Daily personalised welcome to form conversation - update HOH with any concerns and to be recorded on CPOMS.</p> <p>Class Teacher: Follow up conversation with students regarding progress with work - monitor formative and summative assessment levels/grades to ensure appropriate progress being made. Departmental intervention required if need identified.</p> <p>HOD: Support class teachers to ensure they are equipped with appropriate resources and strategies for implementing subject-specific intervention if required. Ensure any concerns are communicated by phone call home with details of support in place. The need for a subject mentor may be required to support with missed work.</p> <p>HOH: Tier 2 follow up includes conversation with student and parents. An informal attendance plan will be drawn up to support the student. Explore the need for personalised support with Inclusion team and make any appropriate referrals for SEN or medical support. Details of conversation and agreed targets shared by email with parents to acknowledge internal HOH tracking, all recorded on CPOMS. HOH will look at the reasons the student has been absent before acting. (medical)</p> <p>85% - Attendance Panel 1 meeting with student and complete the EBSNA Toolkit and attendance plan in place. HOH tracking, all recorded on CPOMS.</p> <p>Student will be picked up in weekly HOH interventions to check any support that is needed.</p> <p>Assistant Head: Ensure all appropriate intervention in place via weekly HOH link meetings and as part of weekly attendance strategy meetings. Authorise appropriate letters to be issued where appropriate, including PA and personalised notifications regarding attendance progress.</p>

Appendix A: Attendance Distributed Leadership Model

<p style="text-align: center;">Stage Three (21—32 sessions) = equivalent to 11—16 days absence or 80% - 61% (Which Applies First)</p> <p style="text-align: center;">Tier 3 intervention</p>	<p>Attendance Officer: As with previous interventions, but including: Refer students meeting threshold to HOH for Tier 2 follow up. Home visits may be required if concerns referred by Pastoral team. FPN requests to be issued as directed by SLT. Home visit required for any absences in excess of 3 sessions back-to-back, completed by the EWO.</p> <p>Form Tutor: As with previous interventions, but including: Daily personalised welcome to form conversation update HOH with any concerns and to be recorded on CPOMS.</p> <p>Class Teacher: As with previous interventions.</p> <p>HOD: As with previous interventions, including: Monitor assessment progress and review the appropriate setting of student to ensure individual needs are met.</p> <p>HOH: As with previous interventions, including: Attendance Panel 2 meeting with reviews the attendance plan at this stage an attendance contract will be drawn up. Recorded on CPOMS. Progress monitored weekly with update shared via email.</p> <p>Return to School welfare check to take place within two days immediately following any periods of absence.</p> <p>Assistant Head: Attends meeting Attendance contract signed by parents and copy shared with follow-up email, active for the period of one full term (or equivalent 12 week period). Support from Trafford LA may be required via referral. Other interventions could include a short-term part-time timetable or alternative inclusion package. Authorise appropriate letters to be issued where appropriate, including PA and personalised notifications regarding attendance progress - FPN may be issued if appropriate and/or no further improvement observed following meeting.</p>
<p style="text-align: center;">Stage Four (c. 32+ sessions) = equivalent to 16+ days absence or 60% or below (Which Applies First)</p> <p style="text-align: center;">Tier 4 intervention</p>	<p>Attendance Officer: As with previous interventions, but including: Home visits for any absences longer than two back-to-back sessions for each period of absence, as directed by SLT with responsibility for attendance.</p> <p>Form Tutor: As with previous interventions, but including: Daily personalised welcome to form conversation - update HOH with any concerns and to be recorded on CPOMS.</p> <p>Class Teacher: As with previous interventions.</p> <p>HOD: As with previous interventions.</p> <p>HOH: As with previous interventions, including: Liaise with Assistant Head to arrange initial progress following Attendance Panel 2 meeting, weekly contact with the student.</p> <p>Assistant Head: As with previous interventions, including: Parent meeting to discuss the attendance contract and an alternative support via the Orchard until attendance improves to above 70% - 80%. Alternative provision internally or externally may be required. Initial/additional FPN may be followed up or issued as appropriate. Copy of updated contract shared with parents via email following meeting and logged on CPOMS.</p> <p>The above is discussed weekly with the Senior Deputy head teacher in the attendance strategy meeting.</p>

Appendix B – First Day Absence Calling Flow Chart

A Guide to First Day Calling Absence Procedures:

08:00am – Phone lines monitored and records updated for absence notifications. Any notifications received that raise concern to be investigated in accordance with the school Safeguarding Policy.

08:45am – Morning session registers taken by Form Tutors. Any students arriving to school beyond this time before 9am will be coded L (late before registers close).
No students may leave school premises without appropriate authorisation notification by phone or doctors note from parents/carers directly to school from this point.

09:00am – Unexplained absences explored and cleared by 09:30am. Truancy calls made before 10am by text message and email to parents.

10am registers close – any students missing from school for unexplained absences investigated. Students arriving after this time are now coded U (late after registers close).

11am – No response still received from attendance follow up may require home visit. Priority given to known 'identified' vulnerable students. Appropriate Safeguarding follow up explored if missing students' safety flagged as a concern and appropriate authorities notified.

1:00pm – Afternoon session registers taken at the start of Lesson 4
Checks made to ensure any students who have left the school site had appropriate authorisation.

2:55pm – End of school day. Daily codes updated and any remaining 'N' codes changed to 'O' as unauthorised absence.

Appendix C – FGS Pledge from Student Planner

The FGS Pledge

**“Working in partnership to inspire girls
to achieve excellence”**

By signing this we all agree to uphold the FGS Pledge.

The School will:

- Act “in loco parentis” for students whilst in their care
- Communicate effectively
- Provide a welcoming, friendly and accessible environment for parents and students
- Listen to and support parents/carers and students
- Adhere to the National Teaching Standards
- Uphold the FGS values:
 - Nurture ambition and recognise talent
 - Develop abilities
 - Respect and value each other
 - Celebrate diversity and achievement
 - Promote self-belief, confidence and a “can do” attitude
 - Promote healthy lifestyles and participation in physical activity
 - Provide stretch, challenge and support
 - Encourage reflection
 - Pursue and achieve excellence

Signature: *Mrs Trussell* Mrs Trussell on behalf of the staff and governors

Students will:

- Be a proud member of the FGS community
- Uphold the school values
- Be punctual and attend school regularly
- Promise to trust in the school to act in my best interests
- Respect, value and support others
- Be organised, work hard and do the right thing
- Be a positive role model in and out of school
- Make a positive contribution to school life

Signature: (Student) _____ Date: _____

Parents will:

- Trust the school to act “in loco parentis” for students whilst in their care
- Support the school governors and leadership and their policies, procedures and values
- Prepare and support my daughter for learning
- Work in partnership with school to remove any barriers to learning
- Support the school's approach to learning outside the classroom
- Communicate effectively with the school including attendance at parent/carer events
- Promote the values, achievements and reputation of the school in the community

Signature: (Parent/Carer) _____ Date: _____

_____ aspiration empowerment excellence

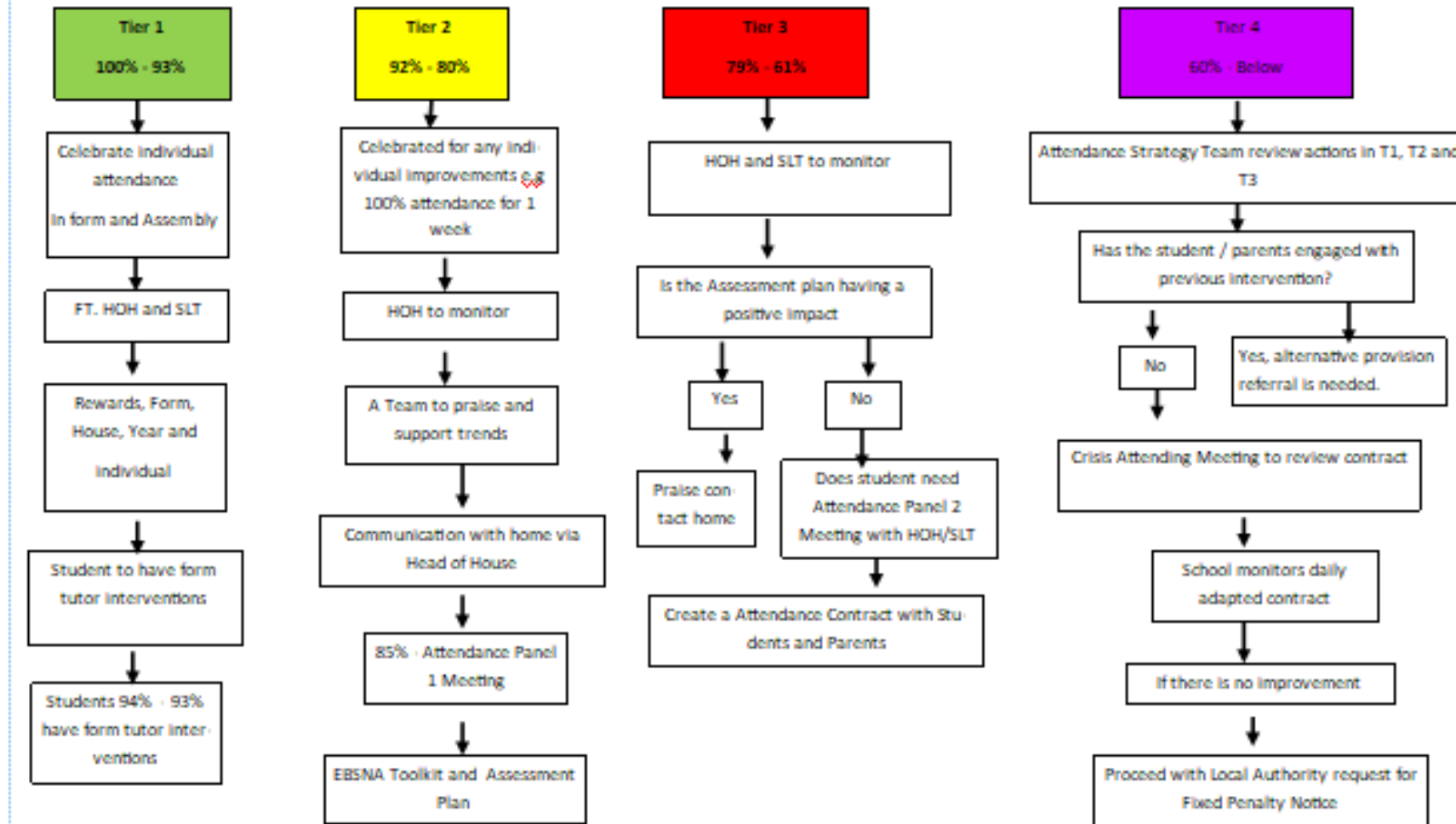
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Appendix D – Tier Systems of Intervention for Attendance explained

Personalised Pathways – Attendance Strategy Team

As a school we aim to take personal circumstances into account when deciding next steps for implementing the appropriate interventions.

This flow chart is an example of how the process might look in practice. However, we have the right to move through the stages of intervention should the personal circumstances change or the need for an escalated response to sudden and dramatic drop in a students attendance figures arise without valid reason.



Appendix E – Attendance Codes – What do they mean?

The DCSF offers a comprehensive set of register codes which all schools are required to use. These codes are applied accordingly and the school is judged against the accuracy of its coding for present or absence marks.

Attendance codes are analysed regularly throughout each week and inform strategies and intervention according to the trends observed throughout the school year. These codes are as follows:

Code	Meaning	Example of when applied
/ \	Present in school am/pm	If a student is physically present for their registration mark for the start of the morning session (08:40am) and the start of the afternoon session (1:15pm) then they receive these attendance marks.
B	Educated off site - Approved Educational Activity.	If a student is accessing their learning at another educational establishment for any period of time, they will be coded 'B' to show that they were present, but on another school or learning facility premises.
C	Other authorised circumstances	A 'C' code is an authorised absence and means that the student is absent from school with permission from the school following a decision made using the information provided by the parent (e.g. public performances licensed by the local authority, family bereavements, exceptional special occasions).
D	Dual registration	This code related to being absent from school premises on an Approved Educational Activity (i.e. a student attending another establishment for an agreed fixed-period of time).
E	Excluded from school (now known as a 'suspension')	This is an Authorised Absence from school for a student to remain at home as a result of a breach of the school Behaviour Policy. The student is not permitted to attend school so is provided work to complete at home for a fixed-period of time, no longer than a consecutive 5 day period.
F	F - Extended family holiday (agreed with the school)	This is an Authorised Absence normally for students who may be visiting family in distant countries during school holiday dates that may require additional support in returning in time for the start of a new term - sincere and truthful applications must be made in writing to school for this to be considered.
G	Family holiday (not agreed by the school or days in excess of agreement)	This is an unauthorised holiday code that will be applied if a student takes a holiday during term time due to cost of trip implications for example. Holidays during term time are discouraged so will be coded as 'G' which is an Unauthorised Absence. *Holidays taken during term time of 5 days or more could be subject to the issue of an FPN from Trafford LA.
H	Family holiday during term-	This is an Authorised Absence for a holiday taken during term time for extenuating circumstances such as to attend the wedding

	time (provided this <i>has been agreed by the school</i>).	or funeral of an immediate relation. Sincere and truthful applications should be made in writing for the school to consider in advance of any trip taken.
I	Illness	The 'I' code is used for any student who has reported an absence from school due to illness, which includes testing positive for COVID. It is an Authorised Absence and should be supported with a medical note where possible if it involves a non COVID-related absence in excess of 5 days.
J	Interview	This is an Approved Educational Activity that may be authorised if a student finds themselves in a rare situation of needing to attend an interview for college during the school day within term time, for example.
L	Late	The late code is issued to a student if they arrive to school after 08:40am but before registers close at 10:00am without a valid reason (e.g. pre-notified medical appointment) and is an alternative 'present' mark. Should a student arrive to lesson more than 5 minutes late they too will receive an 'L' code for the lesson. If this applies to their Period 3a lesson, they will be officially late to their afternoon school session.
M	Medical	This is the code assigned to a student who may be absent to attend a pre-arranged medical appointment. Appropriate documentation from a GP, Dentist or Hospital is required for us to assign an 'M' code as an authorised absence.
N	No reason yet for absence	This is an unauthorised absence code and is applied automatically to any student if an absence call has not been received from home to explain the absence from school. If no contact is received despite school attempts to follow up, this code will be converted to an 'O' code after a period of 2 school days.
O	Unauthorised absence	If no reason for absence is offered, a student refuses to attend school, or they remain absent without permission from the school, attendance is marked 'O' for unauthorised absence.
P	Approved Sporting Activity	Occasionally students contact school to request permission to leave early to participate in a fixture for their representative club outside of school. This code is used if we approve attendance at a sporting activity as an authorised absence.
R	Religious Observance	This is an authorised absence code for permitting students absence from school for participation in key religious events such as Eid celebrations. A written request should be made ahead of any potential absence due to pre-planned religious observances.
S	Study Leave	This is an authorised absence code normally used with Year 11 students after they have been granted permission to complete study leave from home, so are no longer expected to attend in school. This can only be applied to Year 11 students after May Half-Term up until their official leaving date of 30th June.
T	Traveller Child Travelling	This is an authorised absence granted for any student from a Travelling community who may be unable to attend school due to travelling commitments - this request for travel should be made direct with the school.
U	Late (After registers close	Unauthorised absence from school, often for the morning session, if a student arrives in school after the 10am closure of morning

	without acceptable explanation)	registration period and ahead of the 1:15pm afternoon registration period.
V	Educational visit or trip	This is an authorised absence from school to attend an educational visit or trip so is therefore an Approved Educational Activity.
W	Work Experience	This code is used when students may be absent to attend a pre-planned work experience placement that has been agreed with school.
Y	Enforced School Closure	This code is used when school is forced to shut, which most commonly due to extreme weather or heating failure.
Z	Student not yet on roll	This applies to a student that might be in the process of transferring school but has not yet been given a start date.
#	School closed	This code is seen on student records for dates that are calendered school holidays, so they were not expected to attend as school is closed.

Appendix F – Roles & Responsibilities within School Community, including Staff and Parents

Attendance – School Community Roles & Responsibilities

Student

- Ensure that they attend school regularly and on time.
- Not leave the school without permission.
- Have individual records of attendance / punctuality acknowledged by the school.
- Take ownership of their own attendance and use their school planner to help them track their own progress.
- Have high aspirations for achieving good attendance.
- Access staff support where appropriate and engage with intervention to make any required improvements with attendance.

How can I improve my attendance to school?

- ✓ Am I organized for the day?
- ✓ Am I being sensible with my bed times?
- ✓ Do I wash my hands regularly?
- ✓ Do I fake illness to get a day off school?
- ✓ Am I struggling with work and need to speak to someone to get support?
- ✓ Am I eating a healthy diet?
- ✓ Am I drinking enough water?

Parent

- Are encouraged to contact school if they have any concerns about their child's attendance and punctuality. The school is here to help creatively and undertakes to work productively with families/carers/guardians to try and overcome problems which prevent their child from attending school and arriving punctually.
- Can expect the school to keep them fully informed of their child's attendance/punctuality record. Letters will be sent home periodically to inform parents if their child's attendance has fallen below 96- 91%. It is envisaged this will help families/carers to make the right decisions concerning whether to send their daughter into school on any given occasion.
- Are legally responsible for ensuring their child's regular and punctual attendance. The school will support them in this duty. If parents wilfully do not discharge this duty they will be held to account through parenting Contracts, Fixed Penalty Notices, Parenting Orders and other means legally at the disposal of the school, governing body and Local Authority.
- Are responsible for immediately informing school of the reason for any absence by phone call on the first morning of any absence before 08.40am.
- Are reminded that for safeguarding purposes and for the proper discharge of our duty of care that parents/guardians should **not** expect to take their child out of school without prior notice to (a minimum of 48hrs written notice is requested) and authorisation by the school. Under exceptional circumstances, a phone call to the school on the morning before the student is taken out of school is the minimum required before the school will permit the leave.
- Since September 2013 we no longer authorise holidays in term time. If parents decide to take their child on holiday, despite the request for Leave of Absence being declined, they are advised that this may result in the issuing of a Fixed Penalty Notice (Fine) under section 444 of the 1996 Act.
- Are reminded that all medical/dental appointments should be made, whenever possible, outside of school hours.

Questions to consider:

- ✓ Am I aware of any barriers to my daughters' attendance?
- ✓ Do I check my daughter is accessing lunch via her school account to check they are eating a healthy, balanced diet?
- ✓ Have I notified the school of any medical issues or appointments so they can hold accurate records for attendance?
- ✓ Is there anything else the school can be doing to support my daughter with her work or health & wellbeing?

Attendance Distributed Leadership Model



Class Teacher (Tier 1)

- Provide a positive welcoming and learning environment for all students to promote a love of learning and positive attitude towards attending school each day.
- Consistently apply the school Behavior Policy and procedures, e.g. the exit timetable, to reduce behavior issues in lessons, providing a safe and productive learning environment for all.
- Consistently apply praise and recognition systems acknowledge positive attitudes, outstanding work/contributions and good/improved work ethic.
- Actively explore means of supporting student with any missed work due to absences, including making work available via google classroom for students.
- Be fully aware of individual and personalized learning needs of students to ensure they can appropriately access their work in lessons to develop confidence in their own academic ability.

Students are more likely to want to come to school each day if they feel they can:

- ✓ Develop self-confidence
- ✓ Gain enjoyment
- ✓ Feel safe
- ✓ Receive personalized support
- ✓ Achieve recognition
- ✓ Experience consistency
- ✓ Feel noticed

Do I need to develop any of these areas?

Would additional training benefit my personal progress to support my students to actually look forward to come to school each day?

Head of Department (Tier 2)

- Monitors & tracks students are appropriately supported with catch up work following prolonged periods of absence.
- Ensure all staff in department are aware of policies and practices, and quality assuring their implementation.
- Offers timely support for members of staff identified as needing additional training or guidance with implantation of attendance or behavior policies and practices.
- Liaise with Heads of House for matters concerning individual progress or absence concerns to inform personalized intervention needs.
- Ensure appropriate assessment and progress monitoring is taking place to correctly place students in appropriate teaching sets to meet individual learning needs, assigning subject mentors or intervention where required.

Quality assurance:

- ✓ Is appropriate work being set via google classroom, including feedback on progress?
- ✓ Are individual learning needs being met in your department via curriculum implementation and assessment.
- ✓ Is there a need for additional intervention to support poor attendance and/or progress in your subject area?

Attendance Distributed Leadership Model

Form Tutor (Tier 1)

- Form tutor praise and recognition guidance is being followed and students are publicly praised for outstanding or improved attendance – house points are consistently awarded.
- Students are welcomed back to form immediately following a period of absence with positive discussion.
- The form time programme is followed each day with consistency to establish a routine that all students in the form can rely upon for setting them appropriately for the day.
- The attendance register is completed and is accurate.
- HOH welfare checks on return to school.
- Any student welfare concerns are reported immediately to the HOH or the Welfare team for follow up.
- Any concerns over student absence are reported to the Head of House.

Form Tutor self-reflection:

- ✓ As a form tutor, am I consistent in my approach to setting each student up appropriately each day?
- ✓ Do I spend equal time with all students in my form or are there individuals I need to get to know better?
- ✓ How positive and welcoming am I with my form each day?

Head of House (Tier 2)

- Information is shared on a weekly basis with FTs regarding students requiring additional support with attendance.
- Attendance data for the House is reviewed on a weekly basis to inform Tier 2 intervention and students requiring praise for improved attendance, including PA cohort.
- Students of concern are raised on a weekly basis at SLT link meeting for Tier 3 intervention.
- Tier 1 interventions are audited regularly to ensure FTs are supporting.
- Attendance Panel conversations (Stage 1) and meetings (Stage 2) are completed with appropriate records on CPOMS, with targets tracked and monitored to measure impact and inform praise or follow up.
- Spotlights and Round Robins of information are shared with staff to ensure student needs are appropriately supported.
- Timely feedback is shared with parents/carers based on student progress following intervention.

Are my weekly House briefing sessions:

- ✓ Informative and relevant
- ✓ Planned to achieve maximum impact
- ✓ Sharing all key information to lead the FT team successfully to maximize impact on attendance?

Attendance Distributed Leadership Model



Senior Leadership Team (Tier 3)



- Complete code analysis checks on a weekly basis to explore patterns and trends and identify any missing data or lines of enquiry.
- Maintain strategic overview of the Attendance Tiers of Intervention to maximize impact, including delegating appropriate stages of intervention at all levels to improve attendance of PA and/or those 'at risk of PA'.
- Report attendance trends and progress with Attendance Action Plan at SLT WIP and Governors meetings, identifying areas of impact and areas requiring improvement.
- Manage Heads of House to implement effective Tier 1 and Tier 2 procedures for maximizing impact on attendance and interventions.
- Complete Tier 3 interventions including Attendance Panel 2/3 meetings (Stages 3-4) according to Tiered intervention process.
- Issue warning and further action letters and communication to parents when attendance levels required advanced level of intervention, including FPNs.
- Liaise with external agencies, partnerships and Trafford LA to implement appropriate alternative provision for students identified as school refusers or with additional/complex needs.

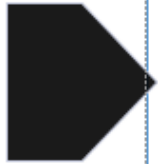
How effective is the attendance TMI in strategic meetings?

- ✓ Does the data present the full picture?
- ✓ Are any data trails going unnoticed?
- ✓ Are interventions appropriate and being applied consistently?
- ✓ Are the Personalised Pathways having impact? If not, could an alternative provision provider offer more bespoke support?

Attendance Distributed Leadership Model



Attendance Officer (Tiers 1-4)



- Maintain daily overview of accurate attendance codes and student absences, ensuring all first day absence calls are completed and unexplained absences (N codes) followed up by 11am, with support of student admin team.
- Provide weekly attendance data overview for Assistant head teacher & SLT tracking and intervention purposes, including Tier 2 threshold referrals.
- Complete home visits for students identified as welfare concern, such as daily unexplained absences, students with sessions of absence in excess of 6 sessions, or as directed by SLT.
- Issue warning letters for attendance concerns, as directed by SLT.
- Work collaboratively with Heads of House and SLT to inform Personalised Pathway interventions and external agency/alternative provision support.
- Liaise directly with alternative provision providers to ensure accurate attendance registers kept for safeguarding purposes.

- Questions to consider:**
- ✓ Is the data accurate to the best of my understanding?
 - ✓ What absences do I have queries over?
 - ✓ Are there additional lines of enquiry needed to be explored for this absence?
 - ✓ Is a Personalised Pathway required for this student?
 - ✓ Am I concerned for this students' welfare?

Board of Governors



- Analyse data and follow lines of enquiry to challenge policies and practice linked to attendance at designated Governors meetings.
- Work collaboratively with SLT to quality assure and implement an appropriate Attendance Policy to meet the needs of all students.
- Engage with Attendance Audit process to analyse feedback and ensure Attendance Action Plan fairly reflects current priority areas and needs for improving whole school attendance.
- Ensuring that PA figures do not drop below that of national benchmarks, including the PA percentages of students representing vulnerable groups

- Are our students' needs being met?**
- ✓ How is the data looking in a 3-year trend?
 - ✓ What are current key issues affecting attendance?
 - ✓ Who are the vulnerable groups performing?
 - ✓ Is the Attendance Policy fit for purpose?
 - ✓ Does the Attendance Action Plan contain key priorities likely to maximize impact on attendance?

Appendix G – Praise & Recognition Systems for Attendance – Form Tutor Guidance Example.

Form Tutors Guidance for Praise & Recognition - 'At a Glance'

Weekly Form Time Performance

Students should receive house points on a **weekly basis, up to a maximum of 5 house points per individual**, as follows:

- Full attendance to school **and** on time to form each day that week - **1 house point**
- Planner completed and signed at home for that week - **1 house point**
- Reading book present all week - **1 house point**
- Full and correct uniform worn in form time all week - **1 house point**
- *All of the above four points achieved = **1 bonus house point.**

= **5 house points in total per individual.**

Half Termly Attendance

Students should receive house points on a **half-termly basis, up to a maximum of 10 house points per individual**, as follows:

- 100% attendance that half-term* - **10 house points and publicly applauded by the form during form time.**
- 98-99.9% attendance - **5 house points**
- 97 - 97.9% - **3 house points**
- 96 - 96.9% - **2 house points**
- 95.9% or below - **1 house point**

Half Termly Work Ethic

Form Tutors should **publicly recognise all students** in their forms who achieved

- No grade 3s or 4s for work ethic - **5 house points**

Then, in addition:

- All 1s (outstanding) work ethic - **10 house points**
- Majority 1s (over half) and some 2s but no 3s or 4s - **5 house points**
- One or two 1s and mostly 2s - **4 house points**
- No 1s but all 2s - **3 house points**
- One 3 but all other subjects 2s or 1s - **1 house point**

Appendix H – Attendance Legislation and Key Documents

- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- The Data Protection Act (2018)
- DfE Statutory guidance - School behaviour and attendance: parental responsibility measures
- Children Act 2004
- Keeping Student Registers. Guidance on Applying the Student Registration Regulations” (DCSF October 2007
- Absence and Attendance Codes. Guidance for Schools and Local Authorities” (DCSF August 2006
- Education (School Day and School Year) Regulations 1999
- Education Act 2002 (s32).
- Education (Penalty Notices) Regulations (England) 2007
- The Education (School Leaving Date) Order (Statutory Instrument 1970/1997
- Children who are forced into marriage guidance
- Children who are missing from education guidance
- Children who have long term illnesses and other medical conditions guidance
- Working Together to Safeguard Children
- Multi-agency working and targeted youth support.

The link to the document for School Attendance Guidance for maintained schools, academies, independent schools and local authorities is as follows:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf

Appendix I – Use of Attendance Data for Tracking and Monitoring

Attendance Data is used for a range of internal tracking, monitoring and reporting procedures, including:

- Weekly attendance data analysis
- Half-Termly attendance data reports
- Praise and recognition assemblies & rewards
- Termly Governors Reports

This will allow the school to:

- support and underpin the target-setting process (for individual students, form/year groups, identified cohorts [Special Educational Needs category, ethnic minority, Pupil Premium, Year groups, Houses], whole school) in relation to overall attendance and unauthorised absence on a termly/annual basis;
- identify individual children and particular groups of children who are or may be at risk of becoming persistent absentees;
- facilitate and encourage early intervention and inform the Tiered Approach to intervention at a holistic level;
- identify particular types or patterns of absenteeism (for example, time lost to illness, regular absences on Mondays and/or Fridays, etc); match attendance trends with attainment trends;
- identify possible inconsistencies in the implementation of school policy;
- report attendance matters to parents.

All use of data complies with The Data Protection Act (2018) in line with GDPR rules and regulations, with no named individuals directly associated with data shared with anyone outside of the organisation, including the Governing Body.

Access to your daughters' attendance and punctuality data is available upon request, as per the Freedom of Information Act (2000).

Appendix J – Procedures for Following up School Absence / DfE guidance - Legal Action to Enforce School Attendance

Any absence from school must be reported by phoning the school by 08:40am each day of absence, detailing the reason for absence and any symptoms of illness if appropriate. Decisions can then be made for the appropriate code and whether the absence will be recorded as authorised or unauthorised.

Absence from school **may** be authorised if it is for the following reasons:

- sickness
- unavoidable medical/dental appointments
- days of religious observance
- exceptional family circumstances, such as a bereavement.
- study leave;
- exclusion;
- Traveller child travelling;
- a child caring for a sick or disabled family member (authorisation should, in such instances, be of limited duration);
- involvement in a public performance;
- 'special' occasions (the nature of such special occasions will be determined by schools on an individual basis);
- lateness (when the child arrives after the register has closed and offers a satisfactory explanation).

Unauthorised absence is where no explanation has been given for the child's absence or where the explanation offered is considered by the school to be unacceptable.

Absence from school will **not** be authorised for:

- shopping
- looking after brothers, sisters or unwell parents
- minding the house
- birthdays
- family holidays

Absence will be recorded as unauthorised if:

- no explanation is offered by the parent/carer;
- the explanation offered is unsatisfactory (e.g. shopping, minding the house, etc.);
- family holidays;
- lateness when the child arrives after the register has closed and fails to offer a satisfactory explanation;
- 'special' occasions (when the school does not agree that leave should be given).

As a guide, students are considered to be 'On Trac' to becoming Persistently Absent if they have accumulated a specified number of absences at the following half-term markers throughout the year:

Half Term	School Sessions	School Days	Hours of Learning Missed (Approx)
1 (September - October)	7	3.5	21
2 (November - December)	14	7	42
3 (January - February)	20	10	60
4 (February - March)	26	13	78

5 (April - May)	32	16	96
6 (May - July)	38	19	114

The school will use this as a guide to inform formal measures of communication to parents/carers by means of written communication where necessary, including warning letters and Fixed-Term Penalty notifications.

Students who do not have sufficient evidence to support reasons for school absence, or have not responded to the stages of school intervention, leave themselves open to legal action.

Legal action to enforce school attendance

Local councils and schools can use various legal powers if your child is missing school without a good reason. They can give you:

- a Parenting Order
- an Education Supervision Order
- a School Attendance Order
- a fine (sometimes known as a 'penalty notice')

Further details can be obtained by following this link:

<https://www.gov.uk/school-attendance-absence/legal-action-to-enforce-school-attendance>